

Meeting of the University Academy of Engineering School Advisory Board

4.00 pm on Thursday, 15 October 2020
in MS Teams

Agenda

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
1.	Welcome and apologies		CM
2.	Declarations of interest		CM
3.	Minutes of previous meeting 9 July 2020	3 - 10	CM
4.	Matters arising		CM
Items to discuss			
5.	Examination results and analysis	11 - 18	JT
6.	Principal's report	19 - 40	JT
7.	School Development Plan and Self Evaluation Form update	41 - 84	JT
8.	Student recruitment update and financial implications	85 - 86	JT
9.	Questions to Principal		JT
10.	SAB membership update <ul style="list-style-type: none"> • Membership and vacancies • Skills audit 		CM
11.	Governors' training and KCSIE 2020	87 - 88	CM
12.	Policies Careers Education Information, Advice and Guidance Policy	89 - 94	JT
Items to note			
13.	UAE Risk register		DC
14.	Link governors <ul style="list-style-type: none"> • Pupil Premium Grant • Special Education Needs – Veronica Allen 		CM

No. Item Pages Presenter

- Curriculum – Zakir Matin
- Employment Engagement – Safia Barikzai
- Safeguarding – Chris Mallaband
- Health and Safety
- Parental Engagement

**Date of next meeting
4.00 pm on Thursday, 3 December 2020**

Members: Chris Mallaband (Chair), Alex Drake (Vice-Chair), Veronica Allen, Safia Barikzai, Philipp Herzberg, Zakir Matin and John Taylor

Apologies:

In attendance: Dan Cundy and Ciara Carroll

**Minutes of the meeting of the University Academy of Engineering School
Advisory Board
held at 4.00 pm on Thursday, 9 July 2020
MS Teams**

Present

Chris Mallaband (Chair)
Veronica Allen
Safia Barikzai
Philipp Herzberg
Zakir Matin
John Taylor

Apologies

Alex Drake
Karen Fowler
Dan Cundy

In attendance

Michael Broadway
Dominique Phipp
Jason Philipsz

1. Welcome and apologies

The Chair welcomed the members and attendees to the meeting. The above apologies were noted.

2. Declarations of interest

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

3. Minutes of previous meeting

The SAB approved the minutes of the previous meeting.

4. Matters arising

Year 11 attendance – It was noted that attendance figures would be discussed during the Principal's report (item 6).

The Teachers' Pay Policy – The SAB noted that, at its meeting of 7 July 2020, the SBA Board discussed the policy. It was supportive of the principles of the revised policy, but requested that the Remuneration Committee reviews the policy in detail ahead of the Board formally approving it. The Remuneration Committee was requested to look at the strategic implications of the policy and consider the affordability of the pay scales proposed. The Chair noted that staff have not seen the amendments to the policy following completion of

the staff consultation process. The Chair agreed to follow up on this with the Trust HR Manager out of committee.

Y7 first choices – The SAB noted that 52 out of 110 total applicants to enter UAE for Y7 have selected the school as their first choice.

Children's annual reports examples – It was noted that children's performance reports would be discussed later in the meeting (item 10).

Formative Assessment policy – It was noted that an update on the policy would be provided later in the meeting (item 8).

Charging and Remissions policy – It was noted that the policy would be discussed later in the meeting (item 11).

5. **Questions for the Principal**

There were no questions for the Principal.

6. **Principal's report - focus on online school**

The Principal highlighted the key points from the report as:

Quality of teaching

- Before lockdown, 6% of teachers (3 teachers) were judged to require more support to meet the teachers' standards. The coronavirus pandemic has delayed the response to this assessment. Support for these staff should resume in September 2020, with the CPD process now online.
- It has been agreed that teachers' appraisal objectives need to be more flexible due to the coronavirus pandemic. It was noted that staff have been exploring and trialling new teaching methods during lockdown, and staff who can evidence their learning and professional development should achieve their performance management targets.

The Chair asked if a table could be included in the Principal's report showing the number of teachers with exemplary performance. The Principal agreed to explore with the Quality Committee how exemplary performance can be evidenced and reported in the future.

Attainment

The SAB noted the current performance of Y11 students. The Principal explained that a significant improvement in performance had been anticipated and can be seen in these results. The SAB praised the results and thanked the Principal for collating this data.

The SAB noted the Progress 8 scores. The Principal explained that the improvement in Progress 8 scores is largely due to better results in the

sciences. Attainment in this area was previously low, but the UAE now has long-term, strong and consistent teaching across the three science subjects.

The SAB noted that staff recruitment in the mathematics department has been strong this year.

The SAB noted that there is a significant gender gap in the Y11 results. The Principal explained that this may be because there is a much smaller cohort of girls in Y11, therefore any shift in their results would look statistically significant in comparison to the boys. It could also be due to different revision styles amongst boys and girls. The boys' mock exam results were not as high as the girls' results, suggesting that the boys didn't revise as intensely for their mocks as the girls. The Principal explained that the predicted results are based upon the mock exam results.

The SAB noted the Principal's concerns that the results are vulnerable to be moderated down, as nationally schools have predicted grades to rise this year, whilst the UAE has sought to be as fair and robust as possible in predicting the students' results. This would mean students may see their grades moderated down more than at other schools. The SAB noted that schools cannot appeal against results, but students can choose individually to retake their exams in October if they wish.

The SAB congratulated management and staff for their hard work throughout the year to deliver these results, which it noted still have value and integrity even if they are later moderated down.

The Principal confirmed that the UAE would offer places for its A-level courses to internal applicants based on the pre-moderation grades discussed.

The SAB noted that results day would be held on 20 August 2020. All students would be offered the opportunity to collect their results in person, or receive them via email.

The SAB discussed whether centre assessed grades can be shared with students. The Principal explained that the grades cannot be shared with students until after moderation. The SAB discussed the use of unconditional offers, which the UAE is still debating, and the impact of moderation.

The SAB was concerned about the unfair impact of moderation on the School. The Government's algorithm seeks nationally comparable outcomes to last year. It was noted that the long-term impact of this methodology would be on students, not on schools, as the results would not be published or shown to Ofsted yet would remain on students' academic records. The SAB agreed that this is the unfortunate reality of the situation. The Principal would consider whether to publish its overall results.

Attendance

The SAB noted that Y7-Y11 attendance before lockdown was 94.6%, which is lower than the national average. The SAB noted that management would continue its efforts to increase attendance.

Staffing

The Principal highlighted that the UAE is fully staffed for academic year, 2020/21. The SAB noted that the UAE is in a stronger position than it has been for the last three years, as staff turnover has reduced dramatically. The main reason that staff choose to leave at present is for promotions. The Principal noted that an average of 15% turnover would be an ideal and healthy balance between retention and staff progression to more senior positions.

Black Lives Matter

The SAB noted that the UAE has recently held comprehensive staff and student forums on the *Black Lives Matter* movement. It has also shared content on Youtube to encourage vibrant, inclusive debate on the issues of equality, diversity, and inclusion at UAE. The Principal emphasized that the UAE is committed to anti-racism, noting that diversity is UAE's strength. Previously, the UAE has reviewed the school curriculum to decolonize material and supported a number of student initiatives such as *Young Girls Matter* and the *Smile Project*. The killing of George Floyd has accelerated work in this area. The SAB supported management's response to the issue.

The Principal noted that many staff participated in the *Black Lives Matter* protests. The SAB thanked the Principal for supporting staff affected by the campaign and by the police response to the protests.

Recovery curriculum

The SAB discussed the emotional and physical harm that can come from children being isolated from their friends and community. The Principal noted that all students would be impacted to a degree, with some students would be impacted more acutely. The SAB noted that the UAE is developing plans to welcome students back and to continue supporting them to cope with the impact of lockdown. A framework has been devised and staff would be consulted on the plans. The SAB noted that the UAE hopes to hold three inset days, instead of the usual two, in September to prepare staff for students' return. The SAB thanked the Principal and his colleagues for their work in this critical area.

Live classrooms

The SAB noted that:

- Every student currently has one live lesson per day. Attendance fluctuates at around 40%.
- Y10s are in school. Around 65% of Y10 students attended school last week, which is average for the Southwark borough.
- The school has had zero engagement throughout lockdown with a small and declining number of students. The Principal noted that accurate data on this group would be provided to the SAB shortly.
- Staff delivered food hampers to 150 families in the previous week in partnership with *School Food Matters*.

Year 6 and 10 summer tuition

The SAB noted that:

- An online parents evening was recently held for Y6 parents.
- A transitional summer school would be held, including live teaching and form rooms for the current cohort of Y6. Newly recruited NQT teachers would act as their Y7 form tutors.
- Y10 would be provided online tutoring throughout the summer. A booster school would also run for one week.
- In September 2020, the school houses system would be rearranged to a year group system. With this change, students would no longer be vertically integrated for their school forums, but students from different year groups would still compete as one house. This change was planned before the coronavirus pandemic, but has been accelerated to allow for social distancing and 'bubbling'.

Sixth form induction

The SAB noted that a virtual Y12 induction day was held this week. 61 students attended for part of all of the day, which entailed a lesson in one of their chosen A-level or L3 BTEC subjects with their teacher.

Re-opening plans for the new school year

The Principal summarised the re-opening plans, which were in line with current government guidance. The SAB noted that:

- The school curriculum would not be restricted at all;
- Students would be 'bubbled' by year group and zoned in different parts of the school for face-to-face teaching and form times;
- Teachers would travel around the school to the students zoned classrooms and would remain socially-distanced;
- Outdoor and indoor eating spaces would be split into three zones, so up to three year groups can eat and play at a time;
- Form time and breaktime would be held in one period during the mid-morning, so up to three year groups can have outdoor play at once;
- Year groups would arrive and leave through different school entrances, so arrival times would not need to be staggered;

- These plans would be discussed with staff on Zoom next week, and teachers would be informed of the arrangements via letter following this.

The SAB discussed the challenges presented by these arrangements. It was noted that the key difficulties would be supervising students whilst teachers are moving between rooms, and planning teaching of subjects involving practical elements (like art, music, PE and science) within each zone.

The SAB discussed whether Day 10 trips would still take place. The Principal confirmed Day 10 would still be timetabled, but fewer and more local activities would be planned. Instead of offsite trips, speakers and activities would need to be brought onto campus. However, the price of bus fares for offsite trips is being investigated. A Governor offered the possibility of borrowing LSBU's hydroponics kit, VR equipment, and robotics equipment for future Day 10s, which was welcomed by the Principal.

The SAB discussed the process for revising the UAE's health and safety policies and risk assessments for re-opening. The Chair commented that management should not assume full responsibility for these risks. The SAB noted that the SBA Board would review and approve an updated risk register over the summer.

A Governor asked how safeguarding measures for students would be updated for re-opening. The Principal noted that the logistical details are still in development, but a visible corridor presence by staff should be in operation at all times.

The SAB discussed the use of fines for students who fail to return to school in September 2020. The SAB supported the Principal's approach to work with families in instances of non-attendance and to determine whether fines are necessary on a case-by-case basis.

7. Pupil Premium Statement of Impact

The SAB noted the summary of key pupil premium data for 2019/20.

8. School Evaluation Form (SEF)

The SAB noted the SEF.

9. School Development Plan (SDP)

The Principal explained that, due to the pandemic, the SDP is not as comprehensive as management would like and work is underway to develop it.

The SAB agreed to defer discussion of the SEF and SDP to a future meeting in the Autumn focussed on these topics.

10. **Assessment and reporting**

The Principal delivered a presentation on the updated assessment and reporting timetable for Y7-13. The Principal explained that the changes would improve the accuracy of reports, provide a standardised reporting format, and reduce staff's workload of assessment marking. The SAB noted that reports would now include detailed examples for how students can improve, as well as a 'commitment to learning' grade and 'effort in homework' grade. The purpose of these grades is to demonstrate whether a student would achieve their predicted grades if they continue with their current level of effort. The SAB noted that no negative feedback has been received from parents on the proposed changes.

The SAB discussed the proposed changes to the format, timing and information in reports to parents. It was noted that the current level of reporting is too detailed, the information included in reports is not consistent across different subjects, and the use of technology can often cause reports to be incoherent. The Principal agreed that the use of technology in report writing does make producing coherent reports challenging, but noted that the workload to produce free-hand written reports for every student is too large.

The SAB supported the UAE's commitment to rigorous reporting. It noted that the most important information for a parent to know is that their child is trying. The SAB agreed that the new grades for homework and learning effort would support this.

Jason Philipsz left the meeting.

11. **Charges and Remissions policy review**

The SAB approved the updated Charges and Remissions policy.

12. **Quality Committee update**

The SAB noted that a Quality Committee meeting would be held during the week commencing 13 July 2020.

13. **AOB**

The SAB thanked the Principal, management and staff for their excellent work despite the challenging impact of the coronavirus pandemic. The Chair noted that he would write a thank you letter from the SAB to share with all staff.

**Date of next meeting
4.00 pm, on Thursday, 15 October 2020**

Confirmed as a true record

..... (Chair)

Year 11 (2019/2020) Exam results w/ BTEC grades

Whole Cohort

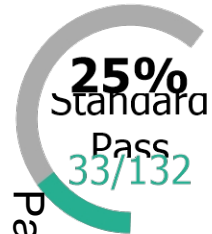
Pupils

132 Pupils 104 Boys 28 Girls

Baccalaureate

67

67 Pupils Entered - 50.76%



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Baccalaureate Subjects

	Eng	Ma	Sci	Hums	Lang
Entries	131	131	131	93	98
	99%	99%	99%	70%	74%
Standard	112	86	102	63	61
	85%	65%	77%	48%	46%
Strong	72	67	83	48	28
	55%	51%	63%	36%	21%

Summary

4.39	0.64	0.1	-0.51
APS	Sci VA	Hums VA	Lang VA

English

Entries	9 to 7	9 to 5	9 to 4	
131	23	72	112	
Pupils	99.24%	17.42%	54.55%	84.85%
Entries	-	17.56%	54.96%	85.50%

Maths

Entries	9 to 7	9 to 5	9 to 4	
131	21	67	86	
Pupils	99.24%	15.91%	50.76%	65.15%
Entries	-	16.03%	51.15%	65.65%

Science

	Entries	Pupils	Entries
1 Science	131	99.24%	-
Grade 4+	103	78.03%	78.63%
2 Sciences	131	99.24%	-
Grade 4+	102	77.27%	77.86%
3 Sciences	57	43.18%	-
Grade 4+	53	40.15%	92.98%
Bio/Chem/Phys	34	25.76%	-
Grade 4+	32	24.24%	94.12%

MFL

	Entries	Pupils	Entries
1 MFL Entry	98	74.24%	-
Grade 4+	61	46.21%	62.24%
2 MFL Entries	1	0.76%	-
Grade 4+	0	0.00%	0.00%

English & Maths Threshold

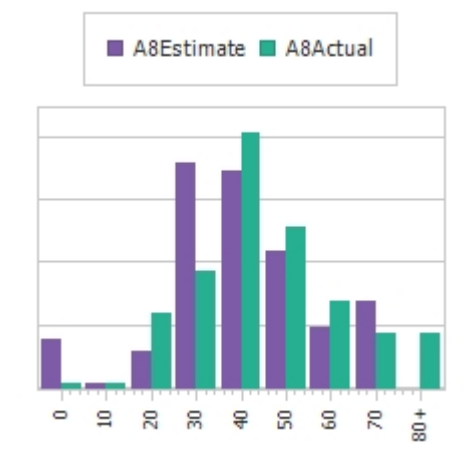
Both Subjects	32%	17%	English Only		
	<5	42		22	5+
	<4	15		30	4+
	11%	23%			
Maths Only	3%	62%	Both Subjects		
	4+	4		82	4+
	5+	17		50	5+
	13%	38%			

131 Pupils Entered - 99.24%

Entries

9 to 8 - inc A*'s	(12.92%)
137	
9 to 7 - inc A*-A	(22.08%)
234	
9 to 5 - inc A*-B	(55.28%)
586	
9 to 5 - inc A*-C	(58.49%)
620	
9 to 4 - inc A*-C	(77.64%)
823	
Total	Average
1060.00	8.03

Progress 8



	A8	P8
English	9.89	-0.13
Maths	8.82	-0.23
EBacc	15.58	+0.56
Other	15.09	+0.19

Overall 49.39 +0.15

Filled Slots 131 99.24%

Performance

	Pupils	Percent
5 A* to C	96	72.73%
Inc EnMa (4+):	78	59.09%
Inc EnMa (5+):	49	37.12%
5 Grade 5+	61	46.21%
Inc EnMa:	48	36.36%

Agenda Item 5

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Details	Entered		Progress 8		Performance	
	Name	Entered	P8Subject	Residual		
Included						
Art	32		-0.6		-0.43	
Biology	34		0.69		0.51	
BTEC Engineering	60		0.91		1	
Business BTEC	46		0.68		0.96	
Chemistry	34		0.17		0.01	
Combined Science	97		0.46		0.33	
Computer Science	42		0.74		0.24	
Drama	24		0.03		0.21	
English Lang	131		-0.31		-0.13	
English Lit	131		-0.36		-0.17	
Geography	39		-0.51		-0.5	
History	59		-0.07		-0.34	
Mandarin	2		0.14		-1.05	
Maths	131		-0.2		-0.45	
PE	23		-0.42		0.38	
Physics	34		0.53		0.37	
Product Design	43		0.07		0.04	
Religious Studies	1		0.23		-0.05	
Spanish	97		-0.94		-0.72	

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Details														Progress 8			
		Standard Pass						Strong Pass						Summary			
		Both		English Only		Maths Only		Both		English Only		Maths Only					
Name	Pupils	#	%	#	%	#	%	#	%	#	%	#	%	KS2 APS	Entries	Score	
Basic																	
All Students	132	82	62.12	30	22.73	4	3.03	50	37.88	22	16.67	17	12.88	4.86	124	0.15	
SEN																	
SEN	36	15	41.67	11	30.56	1	2.78	3	8.33	6	16.67	8	22.22	4.72	35	-0.41	
Non SEN	96	67	69.79	19	19.79	3	3.13	47	48.96	16	16.67	9	9.38	4.91	89	0.37	
SEN gap	-60	-52	-28.12	-8	10.76	-2	-0.35	-44	-40.63	-10	0	-1	12.85	-0.19	-54	-0.79	
Gender																	
Males	104	65	62.5	21	20.19	3	2.88	39	37.5	15	14.42	15	14.42	4.91	99	-0.01	
Females	28	17	60.71	9	32.14	1	3.57	11	39.29	7	25	2	7.14	4.67	25	0.81	
Gender Gap	76	48	1.79	12	-11.95	2	-0.69	28	-1.79	8	-10.58	13	7.28	0.24	74	-0.82	
Pupil Premium																	
Pupil Premium	77	43	55.84	21	27.27	2	2.6	27	35.06	14	18.18	11	14.29	4.87	75	-0.1	
Non Pupil Premium	55	39	70.91	9	16.36	2	3.64	23	41.82	8	14.55	6	10.91	4.85	49	0.54	
Pupil Premium Gap	22	4	-15.06	12	10.91	0	-1.04	4	-6.75	6	3.64	5	3.38	0.02	26	-0.65	
FSM																	
FSM	52	31	59.62	12	23.08	1	1.92	18	34.62	8	15.38	10	19.23	4.96	51	-0.22	
Non FSM	80	51	63.75	18	22.5	3	3.75	32	40	14	17.5	7	8.75	4.79	73	0.41	
FSM Gap	-28	-20	-4.13	-6	0.58	-2	-1.83	-14	-5.38	-6	-2.12	3	10.48	0.17	-22	-0.62	

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Year 13 Performance summary 2019/20

ALPS Summary

Type	Subject/Teaching Set	2018/19				2019/20			
		Entries	Score	Grade	Avg PA	Entries	Score	Grade	Avg PA
A	A - Biology	3	0.47	9	5.87	3	0.75	7	5.35
A	A - Business Studies	-	-	-	-	1	0.96	6	6.67
A	A - Chemistry	3	0.59	8	5.95	4	0.94	3	5.68
A	A - Economics	2	0.69	8	4.71	1	0.96	5	6.67
A	A - Mathematics	4	0.57	8	5.96	7	0.99	3	5.63
A	A - Physics	4	0.63	8	5.59	5	0.89	4	5.73
16 Ext Dip	16 Ext Dip - Engineering	-	-	-	-	36	0.96	-	4.89

A Level Summary

	A* - A %		A* - C %		A* - E %	
	Predicted	Actual	Predicted	Actual	Predicted	Actual
Biology	33	0	100	33	100	100
Business Studies	0	0	100	100	100	100
Chemistry	25	25	100	50	100	100
Economics	0	0	100	100	100	100
Mathematics	28	14	100	71	100	100
Physics	20	20	100	60	100	100

BTEC Summary

	% D*D*D* - D*DD	% D*D*D* - DDD	% D*D*D* - DDM
Engineering	25	67	100

Commentary

The results this year have shown a significant improvement over previous years. There is obviously the caveat that the grades were Centre assessed but the rigour embedded in that process provides confidence that the grades were a true reflection of the students' abilities.

A significant reason behind the rise in grades is the fact that this is the first cohort that contained high quality A Level candidates along with the work that went in to ensuring that students were on the correct courses.

In addition, the tracking process linked to ALPS was far more rigorous than in previous years which meant that interventions were able to be quickly put in place when a need was identified.

There is still too much variation between subjects but with such small classes, much of that is down to the individual issues that students experienced that were highlighted in the previous update.

Principal's Report to SAB UAE South Bank

John Taylor

5th October 2020

Introduction

A zoned school

On the whole it has been wonderful to have all the staff and students back in school full time again. After the first few days it has felt very normal, even with the adjustments made according to our risk assessment. The main difference is that the students stay in a suite of classrooms called their year group zone. They can mix in their zones. The teachers have to move from zone to zone according to the timetable.

Staff and student wellbeing

We were anticipating, and prepared for, an increase in safeguarding concerns at the start of term as students reported and responded to their experiences during lockdown. The first two weeks were in fact remarkably calm in this regard. Since then we have seen that students are now opening up and we are dealing with an increase in disclosures of various kinds.

We have had a number of students that we have asked to stay at home whilst they either self-isolate for 10 days or wait for a test result. We have not yet had any positive test results so have not had to send any year groups home. But this will happen at some point. Staff are happy to be back and the sense of community that we built since March has been sustained. However, staff are finding the way we now have to work is very tiring. They have to move around the school from lesson to lesson, they have no ownership of classrooms to base themselves in. This causes time consuming and frustrating snagging issues with resources and IT equipment. The sense that they are very exposed to possible infection carries its own burden for some staff too. A lot of my stress is related to managing the legion of different opinions and personal fears as staff see children and other staff behaving in ways that don't match their own personal risk assessment. The lack of efficient and rapid testing is a big problem which will negatively affect staff workload and well-being. At the start of the year, particularly after five months of school closure, many staff and students will catch a cold, or other infection, in a school of 850 people. I have had two colds since the 1st September. If the symptoms correlate to possible Covid infection then staff have to stay off school and wait for a test result. This means other staff have to take their lessons if we cannot afford to bring in enough supply teachers. We cannot afford to increase the supply teaching budget. The lack of staff being available to work is a significant risk to us being able to keep the school open to all year groups as we move towards Christmas.

Diagnostic assessments/assessment schedule

As we have no way of really knowing how much the students learn over the past six months we have had to redesign our assessment schedule for all year groups for the rest of this year. The details of the new schedule are in this report. The emphasis for what would have been mock GCSE exams has now shifted from GCSE style summative assessments to diagnostic assessment to identify gaps in knowledge that will inform planning the delivery for the rest of the year. We will also be changing our marking and feedback policy and practice.

One to one devices

Over the summer holiday we prepared the school such that all students had a locker in their year group zone. Each locker has a charging point in it for a chromebook. We are not rapidly moving to the point where we can issue a chromebook to each student which they will keep as their own throughout their time at UAE. This is being funded from our current budget. We estimate the total cost will be around £50,000. This is what we have been moving towards for a couple of years and the current pandemic has led us to accelerate this project. This will give our students and teachers a huge advantage given the current restrictions on teachers touching students' exercise books, the use of apps and google classroom and the likelihood of a return to periodic remote teaching and learning.

Year 6 recruitment activity

We ran an online open evening through the school website. You can still experience this event for yourselves. We have also been having tours of the school for groups of 5 or less, led by a member of SLT where the potential students and their parents can visit lessons in action and ask questions about the school. These have been very popular. At the point of writing this I am also arranging zoom assemblies to year 6 classes in primary schools promoting UAE as an option for next year.

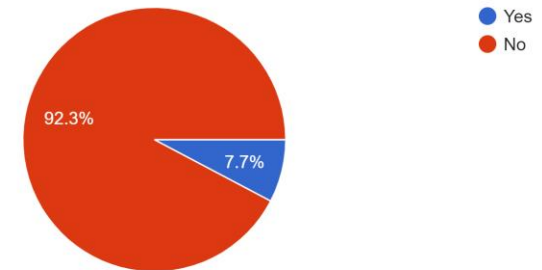
Associates to the leadership team

Over the next few weeks we will be advertising and appointing a number of staff to the new role of 'Associate Assistant Vice Principal'. This is not a paid position or a substantive post. It is a recognition that the gap between middle leadership and senior leadership is large and in making that leap staff would benefit from extra support. We will be advertising the voluntary positions and then interviewing interested candidates. The successful applicants will be those that are deemed ready to take on leadership positions in secondary schools. They will be given the opportunity to sit in and contribute to one of the two leadership meetings that we have each week. They will take responsibility for one or more elements of the School Development Plan. They will also be offered one hour a week of coaching from one of our current SLT. If they do decide that they want to apply for leadership positions then we will also offer them support with the application and interview process. These will be offered as a one year position. I feel that this is an exciting opportunity and for staff and a development of our professional development programme in an area where it has been lacking.

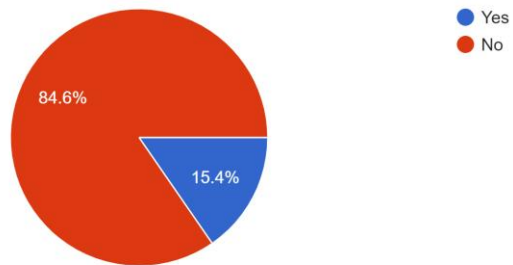
Quality of teaching

Learning walk outcomes since September 1st to October 2nd 2020

Does challenge need following up for this lesson?
13 responses



Does E4L need following up for this lesson?
13 responses



Summary of learning walk outcomes 2019/20 from learning walks to 186 lessons.

Does E4L need following up? Yes = 22%

Does Challenge need following up? Yes = 13%

Attainment

Separate papers are being submitted for this meeting reviewing last year's Y11 and Y13 outcomes.

No end of year examination or mock examination series happened between March and the end of July last year.

The programme of examinations for this year is as follows:

Years 7 to 9:	5 module assessments in each subject throughout the year. 5 module assessments in each subject throughout the year. 5 module assessments in each subject throughout the year.	Year 7 exams 14th-17th June Year 8 exams 7th -11th June Year 9 exams 4th-7th May
Year 10:	Module assessments in each subject at the end of module 1 Formal Diagnostic assessments in module 2 (November tbc) Module assessments in each subject in modules 3, 4 and 5 End of year exams 21st June-2nd July 2021	
Year 11:	Formal Diagnostic Mocks 5th-16th October 2020 Module assessments in each subject in module 2 Mock Exams 1st Feb-24th February 2020 Module assessments in each subject in module 4	
Year 12:	Year 12 Exams	
Year 13:	Mock Exams 11th January-15th January	

Target grades

See the summary below. A detailed explanation can be found [here](#)

Years 7 to 9. CAT tests wc 21st September. FFT 20 grades using CAT data will be available in the wc 28th Sept. Grade set will be A-E targets

Year 8-9 end of Year 11 subject grades will be centrally set using the FFT 20 CAT model and translated into a band of A-E targets

Year 10. Year 10 end of Year 11 subject grades will be centrally set using the FFT 20 and CAT model. They will be moderated by teachers and HoDs after diagnostic assessments in module 2 (November). Grade set will be 9-1 whole grades.

Year 11. Year 11 end of Year 11 subject grades will be centrally set using the FFT 20 and CAT model. They will be moderated by teachers and HoDs after diagnostic mocks in October. Grade set will be 9-1 whole grades.

Attendance

	Attendance Year 7-11 (National average) %	Persistent absence (National average) %	Lateness %	Attendance Year 12 and 13%
Year to date	91.2%	29.6%	2.13	90%

Notes (Including notable differences between groups including year groups, and change over time)

Year 10s have the lowest attendance due to exclusions and students isolating.

Many illnesses recorded, both COVID and non - COVID related

Our attendance officer is currently working with 6th form to help improve their procedures so attendance is recorded better.

Overall attendance of SEN students in years 9,10 and 11 are low.

There has been a decline in attendance in comparison to last academic year (4.71%)

Behaviour and exclusions

	Fixed term exclusions (number/days/average length)	Permanen t exclusions	Isolation (number/days/average length)	Internal removal from lessons	Positive Behaviour Points
Year to 04/10/2020	12/23.5/2	0	22/25/1	213	9488

Notes:

By using our new behaviour tracking system, we have seen a rise in students achieving positive behaviour points

A large proportion of exclusions are from our year 10 cohort (7) - AVP working closely with HOY 10 to put interventions in place and investigate wider issues.

According to the data, internal removal from lessons are particularly high in year 9

Isolation (an alternative to fixed term exclusion) was closed for the first 3 weeks which had an impact on our fixed term exclusion figures

Exclusion figures have doubled in comparison to the last academic year

Staffing

New Starters								
Surname	Forename	Post	Advert Method	FTE	Contract terms	Start date	End date	Leavers info/Notes
Yeates	Julia	Teacher of Humanities	External	100	Perm	7/13/2020		New role - department growth
Lawrence	Ruby	Teacher of Mathematics	External	100	Perm	7/6/2020		Lojan Kamalthasan replacement
Dumitru	Andreea	Teacher of Mathematics	External	100	Perm	7/6/2020		Ahammad Hussain replacement
Ahmed	Hassan	Teacher of Physics	External	100	Perm	7/13/2020		Atif Niwazi replacement
Austin	Bert	Teacher of Chemistry	External	100	Perm	7/13/2020		Catherine Jones replacement
Perez	Laura	Teacher of Business	Internal	100	Perm	6/10/2020		Return from Mat leave (new post as was in teacher training post prior to mat leave)
Foli-Lassey	Barbara	Teacher of Humanities	External	100	Perm	9/1/2020		Faiqa Amreen replacement
Rossi-Valverde	Cristina	Teacher of Spanish	Internal	100	Perm	7/1/2020		Feroz Vora replacement
Ardila	Jennifer	Teacher of Spanish	External	100	Fixed term	9/1/2020	6/12/2021	Mat leave cover for Monica Martinez
Kajue-Adolphe	Christian	Teacher of Humanities	External	100	Fixed term	9/1/2020	10/31/2021	Mat leave cover for Afsana Begum
Edwards	Peter	Teacher of Music UQ	Internal	100	Perm	9/1/2020		New role - department growth
Kakouris	Tim	Teacher of Art UQ	Internal	100	Perm	9/1/2020		New role - department growth
Bloomfield	Phil	EAL HLTA	External	84.9203	Perm	7/13/2020		New role - department growth
Edwards	Jake	EAL LA	External	84.9203	Perm	7/6/2020		New role - department growth
Apraku	Andrew	Head of House	External	95.3696	Perm	6/1/2020		Chantal Edwards replacement
Amonoo	Jamilla	Attendance and EWO	External	84.9203	Perm	6/8/2020		Alison Barrett replacement
Hussein	Imani	LRC Coordinator	External	95.3696	Perm	8/24/2020		Kafi Thomas replacement
Moore	Daniel	Sixth Form Support Officer	External	84.9203	Perm	9/1/2020		Lizzie Hester replacement

McPherson	Rhianne	Learning Assistant	Internal	84.9203	Perm	6/1/2020		Replacement post
Ben Mansour	Fadhel	Learning Assistant	Internal	84.9203	Perm	6/1/2020		Replacement post
Edwards	Akeem	Student Services Mgr/Head of Year	Internal	95.3696	Perm	9/1/2020		Restructure of department - moves to ARA role
Robinson	Dorraine	DDSL/Head of Year	Internal	95.3696	Perm	9/1/2020		Restructure of department - moves to ARA role
Soyemi	Thomas	Head of Year	External	95.3696	Perm	9/1/2020		New role - department restructure
Maynard	Lorna	Lead Teacher of Dance	Internal	n/a	TLR3	10/1/2020		New role - department growth
Bloor	Elizabeth	PSHE Coordinator	Internal	n/a	TLR3	10/1/2020		New role - department growth
Badu	Jason	Assistant Vice Principal	Internal	100	Perm	9/28/2020		New role - department growth
Minta	Darryl	Mathematics Teacher	External	100	Fixed term	1/4/2021	2/4/2022	Fixed term role - mat leave cover for Feven Emmanuel
Nolan	Hannah	Outdoor Education Coord	Internal	n/a	TLR3	10/6/2020		New role - department growth
Thomas	Rebecca	Lead Teacher of Drama	Internal	n/a	TLR3	10/6/2020		New role - department growth
Other	AN	Head of Design Technology	Internal	n/a		9/1/2020	Perm	Lazarus Fiberesima replacement - CURRENTLY SHORTLISTING
Other	AN	Head of MFL	External	100		1/1/2021	Perm	Janine Stephen permanent replacement - CURRENTLY SHORTLISTING
Other	AN	PE Coach	Internal	100		9/1/2020	Perm	New role - to replace Peckham Town contracted staff - OUT TO ADVERT
Day Rate Contractor staff								
Oteng	Junior	Learning Assistant	Agency	FT/TTO		9/14/2020	Ongoing	Temp replacement - Harris John
Akande	Demi	Learning Assistant	Agency	FT/TTO		9/15/2020	Ongoing	Temp replacement - Rhoda Arthur
Earle-Hutton	Candice	Teacher of Spanish	Agency	100		9/1/2020	12/31/2020	Janine Stephen (Head of MFL) temp replacement: advert for HoD for 01/01/2021

Staff Absence

Start Date - 01/09/2020 ; End Date - 06/10/2020

S.Term	Service Term Description	Total
L	Leadership	2.00
SP	Support Staff UAESB	41.00
TE	Teachers UAESB	127.00
UQ	Unqualified teacher	0.00
S.Term	Total	170.00

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Staff Covid isolation

First Name	Last name	Date	Family Member or Self	Action	Test date	Test Result	Date of Return
Thomas	Soyemi	13/09/20	S	Sent home self to self isolate and book a test. No test available yet	16/09/20	Negative	28/9/20
Oneil	Barnett	21/09/20	S	Self Isolating and booked a test	27/09/20	Negative	28/09/20
Iman	Hussein	23/09/20	S	Self Isolating and booked a test	24/09/20	Negative	5/10/20
Sadiha	Pervez	24/09/20	S	Self Isolating and booked a test	25/09/20	Negative	5/11/20
Akeem	Edwards	29/09/20	F	Self Isolating and booked a test	3/10/20	Negative	5/12/20

Emma	Labadie	29/09/20	F	Self Isolating and booked a test	1/10/20	Negative	5/13/20
Peter	Edwards	3/10/20	F	Self Isolating over weekend and booked a test	5/10/20	Negative	due in 07/10/20
Jake	Edwards	3/10/20	S	Self Isolating over weekend and booked a test	5/10/20	Negative	6/10/20
Sam	Ramswell	5/10/20	F	Self isolating with daughter took home a test	5/10/20		

Active disciplinary issues:

We currently have 1 active disciplinary case with a teaching assistant.

Enrichment, culture, values development

Culture of learning in the classroom.

We have started the term with a re-emphasis of the expectations of behaviour in the classroom, as set out in our commitment to learning (CTL) grades. Each year group has received an assembly on this. Our learning walk feedback is emphasising the language and expectations to all teachers.

Commitment to learning

Always puts great effort into their own learning

- Always focused on the lesson content and completes the work set
- Makes regular constructive contributions
- Always brings correct equipment and arrives promptly
- Always takes full responsibility for their learning and challenges themselves to take their learning further

Always very supportive of other's learning

- Never engages in behaviours that disrupt the learning of others
- Never comments, laughs or joins in with behaviours that discourage others from contributing to activities in class, and actively discourages this behaviour
- Always supports and encourages others that are taking a risk with their learning
- Supports students that struggle by encouraging them and helping them with their learning when this is appropriate

The Visionaries

Over the past year we have been working with The Visionaries. The planned work was disrupted due to Covid. In August a group of 15 staff went to the lake district for a week's camp with The Visionaries. Their experiences and thoughts are now informing our culture development in school.

Year based forms and form time

At the start of this term we switched from vertical (students from all year groups) forms to horizontal (all students from the same year group) forms. We also now have five Heads of Year instead of four Heads of House.

During form time the students have a programme of assembly, PSHE, Global citizenship and debates every week.

The programme is laid out each week in the form time slides:

<https://sites.google.com/uaesouthbank.org.uk/uaesouthbankstaffportal/home>

Day 10

Day 10 projects that are running this term:

Year 7

- First Give Programme – Students pick a charity and engage in social action to raise awareness and/or funds for the charity. Students then present the work that they have done and the winning group is awarded £1000 to the charity of their choice.

Year 8

- Students will help to build parts of the 6th form roof area, sow and grow salads etc.
- Completing a social action to raise funds/awareness for DePaul charity
- Designing, planning and running a festival for International Womens' Day
- Learning how to carry out First Aid
- Find Your Voice! Oracy Challenge
- Learning how to play and perform Samba using drums

Year 9

- Students will help to build parts of the 6th form roof area, sow and grow salads etc.
- Completing a social action to raise funds/awareness for DePaul charity
- Planning and starting a social movement based on identity and empowerment
- Dramatic Momentum - Oracy and public speaking workshops
- Planning and producing a school art exhibition
- Learning how to carry out First Aid

Year 10

- Students will help to build parts of the 6th form roof area, sow and grow salads etc.
- Designing and testing alternative methods to power cars
- SMILE-ing Boys project – Students explore issues of identity, race and masculinity while contributing to an art exhibition planned for Battersea Arts Centre
- Theatre in Education – Students create and perform an educational show for year 7 students
- Music production and engineering workshop led by professionals
- Architecture and Design – An exploration of architecture theory culminating in designing a building. Including expertise from a UCL lecturer
- Mentoring and work experience at a local architecture company
- Business skills, entrepreneurship and professionalism workshops from Salesforce and other external facilitators.

Enrichment programme

Our after school enrichment clubs and intervention sessions have started this week. To maintain the year group bubbles all the activities are year group based. Unfortunately this significantly reduces the range available to each student. The following activities are now running.

Auditions for this year's school production:

UAE SOUTHBANK PRESENTS... 

SIMBA'S PRIDE AUDITIONS

Due to year group bubbles, we are unable to mix year groups for rehearsals. Therefore, we have given specific jobs for each year group. Each performer will need to audition to be a part of the performance.

All auditions will take place after school in the ASSEMBLY HALL for the following roles:

Year 7 Auditions	Year 8 Auditions	Year 9 Auditions	Year 10 Auditions
Monday 12 th October	Wednesday 14 th October	Tuesday 13 th October	Thursday 15 th October
Choir Young Simba & Nala	Band (Guitar, Drums, Bass, Piano, etc)	Dancers (Contemporary)	Principal Cast Extras



Lunchtime and after school dance enrichment:

UAE Dance!

**Sammy Vimz -
ADC Solo Champion 2018
ADC Groups Champion 2019**

Year 7 Dance Club
Tuesday Week A - Lunch Time

Year 8 Dance Club
Tuesday Week B - Lunch Time

Year 9 Afrodance with Sammy Vimz
Wednesday Week A - 4-5pm

Year 8 Afrodance with Sammy Vimz
Wednesday Week B - 4-5pm

Year 11 Choreographies/Intervention Monday's
after school with selected dancers

All clubs are in the hall, bring kit!



Year 7 after school Enrichment clubs:

Timetable

Monday	Tuesday	Wednesday	Thursday
Maths Club - R104 - Ms Emmanuel	Netball - Sports Hall - Week A	Netball - Sports Hall - Week B	Textiles & Sewing Club - R104 - Ms Georgieva
Geography Club - R105 - Mr Tucker	Football - MUGA - Week A	Book Club - LRC - Mr Hussein	
Young Girls Matter - R106 - Ms Lassey	Badminton - Sports Hall - Week B	AfroDance - Dance Studio - Ms Maynard - Week B	
	Book into Film Club - Ms Begum - R104		
	Brilliant Club - R103 - Mr Edwards		

Year 8 after school Enrichment clubs:

Timetable

Monday	Tuesday	Wednesday	Thursday
Maths Club - R203 - Mr El-Sayed	Creative Writing - Ms Ali - R204	Football - MUGA	Book Club - LRC - Mr Hussein
		Netball - Sports Hall - Week A	
		AfroDance - Dance Studio - Ms Maynard - Week B	
		Duke of Edinburgh - Ms Prime - R204	

Year 9 after school Enrichment clubs:



Timetable

Monday	Tuesday	Wednesday	Thursday
Maths Club - R203 - Mr El-Sayed	Creative Writing - Ms Ali - R204	Football - MUGA	Book Club - LRC - Mr Hussein
		Netball - Sports Hall - Week A	
		AfroDance - Dance Studio - Ms Maynard - Week B	
		Duke of Edinburgh - Ms Prime - R204	

Year 10 after school Enrichment clubs:

Timetable

Monday	Tuesday	Wednesday	Thursday
Black History Club - MG50 - Mr Pascall	Football - MUGA - Week B	Football - MUGA	
	Badminton - Sports Hall - Week B	Maths Club - R206 - Ms Lawrence	
	Poetry Slam - M150 - Ms Labadie	F1 in Schools - MG53 - Mr Sommerville	
	History Club - M151 - Mr Kojue & Ms Yeates		

Year 11 have targeted intervention sessions from Heads of Department in form time.

They also have 1 to 1 tutoring after school from CoachBright. These sessions have now started.

FT Interventions

- Starting tomorrow, each Wednesday, Thursday and Friday FT will be subject-based intervention classes.
- There will be delivered by HODs, subject leads and subject teachers.
- The subject will still say 'FT' on your timetable but the staff code will let you know what subject you have in the vast majority of cases.
- You must go to the room on your timetable as that is the register you are on.
- If you wish to change any classes, e.g. you have two of the same subject or are missing a subject or feel you need more of a certain subject, this must be changed on SIMS by Mr. Moore or Mr. Apraku and you must receive a new printed timetable straight away.
- These sessions should be quick quizzes, exam questions, vocab recap and other quick revision activities.

Social Responsibility

Ambition

Confidence

And when they are not being tutored they can also take part in after school Enrichment club:

Timetable

Monday	Tuesday	Wednesday	Thursday
	Learn to Present - M253 - Ms Perez	Spanish Speakers club - M253 - Ms Ardila	Football - MUGA
		Maths Club - M256 - Ms Sharma	Basketball - Sports Hall

an

During the period of school closure the school was very active in its response to the Black Lives Matter protests following the killing of George Floyd.

We have continued this work through our PSHE and debate topics in form time this term.

This is a summary of the work that has gone on during this period.

What has UAE done to become an Anti-Racist School?

- We've been on a journey for the last year
- Decolonising the Curriculum Student Group: met with HoDs to raise concerns about coverage of KS3 last November, since then..
 - History have added African Kingdoms, extended Colonialism units, introduced Black Tudors
 - Geography have reframed case studies to show more positive examples of innovation / growth from Africa and Asia - and to explain why there is inequality
 - Dance has added more diverse range of choreographers, exploring hip-hop dancing and is setting up Afro-beats enrichment
 - Drama - More diverse range of theatre companies represented, Theatre Review is now Hamilton,
 - Black Scientists Matter set up by our science department on Instagram
 - English Department have introduced poetry and a novel by black authors at KS3
- Thank you to Yusuff, Bernard, Souykaina, Lina, Zenab for your input - you've made a real difference!

What has UAE done to become an Anti-Racist School?

- We held online student and staff forums in June
- We've added Global Citizenship to form time to enable discussions about issues facing our community
- We've signed up to projects that seek to celebrate our black students:
 - Day 10: Smiling Boys Project - changes the narrative around stereotyping of young black men
 - Day 10: Inviting the police to discuss Stop and Search with groups affected
 - Young Girls Matter creating art with black artist Charmaine Watkiss on the black female experience
 - Invited Black Artists in to create murals around the school celebrating our pupils
 - Drama: Celebrating Southwark Black Heroes Project
 - Enrichment: Southwark Schools Black Lives Matter Project
-

We are now working towards the 'Race And Conscious equality' charter mark. This will require some involvement from SAB members.

What can we do better?

Record ideas -

As a school?
As a community in Elephant? Southwark?
As individuals?

Black Lives Matter Forum will be meeting on..... We welcome ALL students to come along and discuss how we become an Anti-Racist School.

150 years the power
of kindness

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Development Plan 2020-21

UAE South Bank

Composed:

Ratified:

First Review: January 2021

Second Review: April 2021

Final Review: July 2021

TEXT - Ofsted priority

TEXT - SIA school improvement priority

TEXT - Identified priority

Introduction

Over the last year we made progress towards our shared vision for the school in some key areas. Most of this work was interrupted by the Covid-19 pandemic and the actions we had to take as a result. Following a self evaluation of where we are and where we want to be we will now focus on the following areas through this development plan.

OUR Curriculum: A strong curriculum, with clear intent, implementation and impact

We have been writing a curriculum for key stage three students that focuses on powerful knowledge which ensures students achieve high academic standards and gives them the ability to live a good life. The knowledge we choose to deliver will pertain to the contexts of our students. We need to ensure that all our teachers understand and own the choices of curriculum content, why we teach the specific knowledge, how it should best be sequenced and taught and how it links to the knowledge in the rest of the schools curriculum.

Great teaching that is challenging and engaging

We will continue our development of the pedagogical skills of our teachers. This year we will build on previous work through the adoption of the early career teachers framework and our engagement with the 'Getting great teaching' programme. We will be taking advantage of some of the improvements we made through the period of the 'online school' to improve the use of cloud based teaching and learning, blended learning and the use of technology and software to support learning.

Improved outcomes for our students

Achieving higher academic standards will be measured through the examination results our students achieve. To improve these we will be ensuring our formative assessment model increases progress for students and informs lesson planning for teachers. We will continue to improve the use of summative assessments to plan interventions that result from the data they produce. We will be developing the use of online markbooks which can evidence formative assessment and will be used to support the assigning of Commitment to Learning grades and Effort with Homework grades to students. We will be developing our provision for students with EAL. We will be more forensic in our application of pupil premium funding and we will also have an increased focus on ensuring our boys make better progress. Many of our students developed ownership of their learning during lockdown. We will be taking advantage of the lessons learned by ensuring meta-cognition and self management of learning is specifically taught through the year.

An established shared culture encompassing confidence, ambition and social responsibility

To achieve social justice for our students we nurture their personal growth by developing their confidence, ambition and social responsibility. These are the values we aim to develop in our students. We need to be more specific about what these values are and which behaviours exemplify them. We need to communicate this more clearly to students, parents and visitors to our school. We started the year looking at how the culture of our school can be developed so that it is tangible and visible in the visible behaviours of the students and teachers both in and out of the classroom. We will continue with this work next year. We are also restructuring our pastoral system to support this. We will continue to improve our Day 10 and Enrichment programmes to ensure they develop the confidence, ambition and social responsibility of our students.

Part of developing ambition is giving our students a greater understanding of the careers they could move onto and how they can get there. We will be working to improve the CEIAG programme we offer to all our students to do this.

To gain a universal understanding of social responsibility we need to continue our drive to develop and communicate clear cultural expectations of how we should all behave in the classroom, to support learning, outside the classroom and in a way that shows kindness and support for each other. This expectation of social responsibility also needs to be reflected in the work students do through the student leadership programme, the enrichment programme, the sex and relationship education programme and the PSHE programme.

Our sex and relationship education programme will be developed to equip our students to manage the pressures that they are subject to both within and outside school with confidence.

QUALITY OF EDUCATION.

Priority	Actions (lead SLT member)	Resources	Source of Evidence	January Milestone	April Milestone	End of Year Target (KPI)
OUR Curriculum: A strong curriculum, with clear intent, implementation and impact	All teachers can articulate the rationale for their curriculum clearly. (Hannah Dalton) https://docs.google.com/document/d/1cfrXJ5B6H1XjT7bblmhYl9KThgWG3Y0QfFO1VWeBc/edit#	Questions for middle leaders created to facilitate LM meetings	LM Meetings Department Review Discussions	KS3 SOW and Overviews are complete, up to date and on the website Department Reviews reveal that Teachers can articulate why their curriculum has been designed in a particular way	KS4 Overviews complete and on website. Teachers are clear and can articulate the link between their assessments and intent of curriculum	All SOW for every KS are in place.
	New subjects at GCSE and A level (Hannah Dalton): Introduce New A levels of Psychology, Geography and Computer Science Introduce New GCSE's of Statistics and Sociology Introduce BTEC specifications alongside GCSE courses for PE and	Exam board CPD for those teachers taking on new teaching	CPD profiles LM Meetings reviewing progress being made in these subjects	SOW in place for Year 10 and 12 HDN / NME to gauge interest for BTEc Quals	Expressions of interest for Year 11 to study these subjects reaches +10 per subject	Retention of students in these subjects into Year 13

	Business to better cater for students learning styles		Ensure that Head of PE and Business attend exam board training for these quals	from Year 11 students		
	Curriculum will be pertinent to context of student body	Reading and training on unconscious bias and curriculum	Curriculum conversations in LM meetings CPD twilight on becoming anti-racist school	The Black Curriculum have worked with Art, Music, History, Geography departments	All KS3 curricula now 'decolonised' so that topics are seen through different lenses	Achieved the RACE Charter for equality
Great teaching that is challenging and engaging	Early career teachers framework (<i>Annette Moses</i>): The 8 NQTs complete the Induction programme led by Giles Smith which follows the Chartered College of teaching Early Career framework.	Early Career Framework book for NQTs Iris for self observation	NQT meetings and individual logs	all NQTs successfully completed Autumn term assessment	Spring term assessment completed and successful induction completed for the NQT who began induction year last summer	All NQTs successfully completed induction year

	Professional learning community and the Great Teaching toolkit (<i>Annette Moses</i>): All teachers directed to the great teaching toolkit as preparation for CPD this year. This will form the basis for all CPD moving forward.	Great teaching toolkit	All teachers have read the toolkit	Staff have assess their needs in term of the toolkit and decided on an area for CPD for the year		
	INSET programme (<i>Annette Moses</i>): following on from the TDT audit of CPD. CPD will be based on a needs analysis. Staff will work on projects in groups on similar areas supporting each other.	Twilight sessions each module CPD books and articles membership to the chartered College of Teaching membership to the Teacher development Trust	needs analysis forms and evaluation of the twilight sessions	Two completed twilight sessions, established working groups with projects identified and started.		
	Develop a CPD programme for KS5 (PY)					
Improved outcomes for our students	Summative assessment and use of resulting data (<i>Jason Philipsz</i>):	Baseline test	4Matrix data	Year 11 take diagnostic test in Oct		Starting point for new content established

	<p>Introduce baseline tests for KS4 groups to measure impact of Covid Absence</p> <p>Refine end of year Testing to incorporate standardised testing Reschedule Mock Exam/assessment points to allow time for student improvement in KS4</p> <p>KS5 Review the Assessment model and number of data drops</p> <p>Review tracking system and tie it into ALPS connect</p>	<p>External Standardised testing</p> <p>Time with Data Manager</p> <p>ALPs training for Head of 6th Form and Data Manager</p>	<p>here</p> <p>SIMS marksheets</p> <p>Training completed</p>	<p>before half term Year 7 CAT tested and set FFT 20 targets Year 10 in class summative assessments Module 2</p> <p>Testing regime agreed with HoDs</p> <p>All data drops to date completed and moderated</p> <p>Updates to tracking system in place and reviewed. ALPS training completed</p>	<p>End of year testing for all years</p> <p>As January Milestone but at least 75% of students on track to meet ALPS targets</p>	<p>Teachers know rate of progression towards final target</p> <p>As April but on Track to achieve a minimum of an ALPS 4</p>
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	<p>Ensure departments have developed robust interventions for students who are below their ALPs target grades</p> <p>Head of Sixth form and other key staff to train as ALPS Champions</p>	<p>Regular HoD's feedback/intervention meetings with Head of 6th Form</p> <p>Training</p>	<p>Minutes from meetings</p> <p>Training Completed</p>	<p>Students identified, Interventions in place and at least 60% of students on track</p> <p>ALPS systems clearly embedded into the 6th Form</p>		
	<p>Module assessment and commitment to learning (<i>Jason Philipsz</i>): Whole staff CPD on embedding formative assessment techniques</p> <p>Whole school push on using diagnostic questions for formative feedback and improvement Implement deep dive (including classroom observation programme) to evidence assessment against the formative assessment map in Autumn term that was planned for Spring and Summer 2020. Use online markbooks</p>	<p>Whole school sign up to EEDi or Diagnostic questions</p> <p>Formative assessment map</p>	<p>Daisy Christodoulou - Making good progress?</p> <p><u>EEF Embedding Formative Assessment</u></p> <p><u>EEF Assessing and</u></p>	<p>Twilight and Department INSET</p> <p>Formative assessments audited against the formative assessment map through the Autumn formative assessment deep dive.</p>	<p>Department Review follow up</p> <p>Spring Formative assessment audit</p>	<p>Departments using online diagnostic testing to assess knowledge and gaps</p> <p>All departments able to evidence improvements to the impact of their formative assessments following post</p>

	to identify evidence of good formative assessment practice.		<u>Monitoring pupil progress</u> <u>EEF</u> Online markbooks			audit guidance from SLT.
	<p>Marking and feedback to students that supports a powerful assessment model (JT):</p> <p>Development of online markbooks which include identification of actions for future teaching with each activity.</p> <p>Use of online markbooks, target grades and behaviour records to assign commitment to learning and effort with homework grades.</p>	<p>Scoping apps that can harvest outcomes from google classroom and other apps.</p> <p>Consultant advice on how to do this with minimum workload - Dave Fitzpatrick.</p> <p>HoDs training and twilight training given to use of online markbooks.</p>		<p>Online markbooks set up for every class, visible to line management structure, used to identify CTL and EWH grades before Jan 2021.</p> <p>Formative assessment evident through online markbooks in Autumn term formative</p>	<p>HoYs and SLT links using CTL grades to plan and implement interventions with students.</p>	<p>CTL grades show good correlation with end of year exam grades and their relationship to moderated FFT targets in each year group.</p>

				assessment deep dive.		
	<p>Marking and feedback to students that supports a powerful assessment model at KS5: Regular High Quality feedback based on exam packs, modelling, PLCs for subject areas (PY)</p> <p>Moderation and standardisation in departments to reduce in-school variation (PY)</p>		<u>In-school variation</u>			
	<p>Metacognition and self management of learning (<i>Meirion Lewis</i>): Metacognition Strategy</p> <p>All staff to have an understanding of key Metacognitive strategies they can use in the classroom</p> <p>Formation of a focus group to trial and develop the strategies for our school. The group will then lead a whole school roll out of the Metacog strategies next academic year.</p>	<p>1 sided summaries of the key strategies for all staff</p> <p>Regular time slot for the group to meet. Metacog training for members of</p>	<p>Google forms analysis</p> <p>Learning walk/observations</p> <p>Minutes from the Metacog group meetings</p>	<p>Trial group have decided on their Research question, put together a method for their research and the first lesson observations to have taken place</p>	<p>Feedback and other data being analyzed for evidence of impact. i.e. Lesson feedback, student surveys, formative and summative data</p>	<p>Trial complete and results presented to whole staff body</p> <p>Strategy developed for whole school roll out of Metacognition in</p>

	<p>Students have an understanding of key metacognitive strategies that will help them to become more self regulated learners. A bank of resources to help them with their revision</p>	<p>the group - possible via EEF</p> <p>Summaries of key strategies for each student</p> <p>Block of time during form time to explain and model the strategies</p> <p>Workshops for KS4 parents to explain the strategies to them</p>	<p>Resources developed by the group</p> <p>Google form analysis of feedback from students</p> <p>Presentations to students</p> <p>Google form feedback</p>		<p>Materials for staff being developed</p>	
	<p>Intervention at key stage 4 (<i>Nick Moore</i>):</p> <p>Launch FT & P7 intervention timetables in consultation with HODs and students.</p> <p>Early diagnostic tests to identify gaps (for students, teacher and leadership) and establish cohorts.</p>	<p>INT budget to pay for schemes</p> <p>Appoint graduates from agency using INT budget</p>		<p>Timetables to change based on data from Feb mocks.</p> <p>3 revision workshops delivered, feedback</p>	<p>Core whole-school P7 to start in Feb/March.</p>	<p>Average grade progress across three yr11 exams series compared between cohorts on different schemes.</p>

	<p>Revision workshops to cover study skills, nascent issues, raise the profile of revision etc.</p> <p>Assign students to Coachbright (I and II), TalentED & MyTutor schemes.</p> <p>Plan and launch 1:1 tuition (taking account of NTP ramifications).</p> <p>Intervention at key stage 5 (<i>Peter Young</i>)</p> <p>Review tracking system with HoD's</p> <p>Identify students who are not on track to meet their ALPS targets</p> <p>Development and implementation of intervention strategies by teachers and external tutoring agencies</p> <p>Narrow gaps in students by using Horsforth Quadrant to categorise A-level students classes, focus on intervention strategies that can help to support learners.</p>			<p>taken from students.</p> <p>Coachbright I cohort finished.</p> <p>1:1 tuition due to start following mocks (or earlier depending on NTP).</p>	<p>Coachbright II cohort finished, talentED programme finished.</p>	
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	<p>EAL provision (<i>Meirion Lewis</i>): Development of EAL department</p>	<p>Ongoing CPD for EAL coordinator and ESL LSA</p> <p>Development of tracking system</p> <p>Resources to turn EAL room into one that is fit for teaching i.e. projector, computer, teaching resources etc</p>	<p>Comprehensive EAL register for all Year groups in place</p> <p>Regular intervention sessions in place for EAL students (especially those who are Levels A, B and C - New to English, Early acquisition and Developing)</p> <p>Tracking system for the intervention sessions with evidence of impact</p>			<p>All students have been assessed for EAL and regular, effective intervention is in place for all those students who require it (whether in class or 1-1/small group sessions)</p> <p>EAL students are making the expected progress across the year and feel more confident in their ability to communicate in English</p>
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	<p>Pupil premium strategy (<i>Merion Lewis</i>):</p> <p>3 Year Strategy Document</p> <p>2019/20 PP review</p>					<p>The PP gap has been reduced from -0.6 to a minimum of -0.3 (with the aim of eradicating it over 3 years)</p>
	<p>Tackling the underachievement of some boys: (<i>Nick Moore</i>):</p> <p>Revision workshops aimed at causes of boys underachievement (organisation, motivation, procrastination)</p> <p>Specific assemblies to raise awareness/provide support and</p> <p>Pastoral interventions (behaviour in lessons, class setting).</p> <p>All boys tuition programme/priority access to intervention programmes.</p>	<p>Proportion of relevant tuition scheme (e.g. TalentED)</p>	<p>Data (grades in mocks vs previous and target)</p>	<p>Underachieving boys cohort identified for tuition schemes, assemblies etc</p>	<p>Reduction in boys/girls progress 8 gap in mock exams, compared to 2019 mock.</p>	<p>Reduction in boys/girls progress 8 gap in final GCSE result.</p>
	<p>Increase and quality assure the effectiveness of classroom support from teaching assistants: (<i>Meirion Lewis</i>)</p> <p>Increase and quality assure the effectiveness of extracted intervention sessions for SEND students needs to be assured: (<i>Meirion Lewis</i>)</p>	<p>Ongoing CPD for all LSA's</p> <p>HLTA's in SEMH, C&L and S&L to have the relevant qualifications (or be</p>		<p>Learning walk feedback on effectiveness of teaching assistants.</p>		<p>Improvement in effectiveness of classroom support from TA's shown in learning walk feedback.</p>

		working towards them) Training for teaching staff/departments to ensure they are aware of how to work effectively with LSA's				
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BEHAVIOUR AND ATTITUDES.

Priority	Actions	Resources	Source of Evidence	January Milestone	April Milestone	End of Year Target (KPI)
An established shared culture encompassing confidence, ambition and social responsibility	Structural change to the pastoral system - Houses to Years (<i>Jason Badu</i>): <ul style="list-style-type: none"> - Heads of year appointed and trained - Developing common expectations of effective interactions between student services team and students 					
	Culture of behaviour outside the classroom (<i>Jason Badu</i>): <ul style="list-style-type: none"> - Communication and visibility of expectations - Rewards and celebration of success 					
	Culture of learning in the classroom (<i>Annette Moses</i>): Learning walks continue to assess challenge and engagement expectations. In addition observers indicate if they have seen Rosehshine's principles in action. Teachers receive instant feedback from the learning walks and with any follow up required completed by the Development team or HOD.		Learning walk feedback	150 learning walks completed. All teachers visited at least twice in the first term	Fewer follow ups required. learning walks in the spring term. Evidence that HODs have	More Rosenshine principles seen in lessons.

	<p>HOYs and SLT year leads monitor the new Track it Light system identifying students with poor CTL requiring intervention.</p> <p>Students are rewarded for good CTL in lessons via the traffic light system and celebration of success takes place in assemblies and form time with students receiving certificates and a termly experience or visit.</p>	Track it light system	<p>Weekly reports generated from the system</p> <p>Weekly reports generated from the system</p>	<p>Students requiring intervention identified and intervention begun</p> <p>Students receive certificates in assembly and successful end of term trip or experience organised</p>	<p>intervened to support teachers where engagement in lessons is a concern and</p> <p>HOYs have intervened to support students with poor CTL</p> <p>Increase in students receiving certificates Spring term experience or visit organised</p>	<p>Effective monitoring of the system with timely intervention that reduces poor CLT in lessons</p> <p>Majority of students have received at least one certificate</p>
	<p>Improve the effectiveness of interventions with repeat offending and vulnerable students to change their behaviour thus reducing the number of fixed term exclusions. (<i>Jason Badu</i>):</p> <p>Increase the effectiveness of re-integration strategies for students</p>					<p>Marked reduction in the number of students getting over 20 S3's in a term from Autumn, to</p>

	following fixed term exclusions. (<i>Jason Badu</i>):						Spring to Summer.
	<p>Improve sixth form behaviour across the school - Develop a culture of staff to feeling comfortable to challenge behaviour , sims logs by being transparent with the sixth form code of conduct</p> <p>Develop the values / culture of the sixth form: Sixth form work-shops, teachers to mention core values in discussion with students (PY)</p>						

PERSONAL DEVELOPMENT

Priority	Actions	Resources	Source of Evidence	January Milestone	April Milestone	End of Year Target (KPI)
An established shared culture encompassing confidence, ambition and social responsibility	Developing the work related learning curriculum (<i>Hannah Dalton</i>):	Careers Enterprise Network Adviser	SOW for Form Time Overview spreadsheet for whole school Policy up on website.	Programme will be planned for Ks3/4 so that at key transition points students receive IAG	All Year 11s will have received one to one IAG meeting and Year 9s will also have support with their options choices	There is a comprehensive programme for the whole school so that every Gatsby benchmark is addressed.
	Developing Day 10 and enrichment programme (<i>Hannah Dalton</i>) There will be a range of clubs running after school Mon-Thurs Day 10 will be strategically planned to incorporate projects which enhance all of our values as well as careers education.	UpSkillMe logins	Enrichment programme up on website for parents to access. Project Proposal proforma asks staff to indicate which value their project enhances	All staff engaged in at least one after school enrichment activity or duty every week. Tracker available to show what students have taken part in this year. Three personalised learning pathways available for Year 10 - Architecture,	Students evaluate their own strengths on UpSkillMe skills builder website	All students in Ks3 have shown an increase in confidence and ambition as suggested by student surveys

				Law, Finance, Engineering?		
	PSHE and sex and relationship education (<i>Hannah Dalton</i>): RSE Programme will be embedded into Day 10 with a specialist team who are trained in delivering RSE.	CPD for RSE for certain staff Employ PSHE coordinator	SOW for PSHE highlights SRE components. Experts deployed throughout Day 10 to deliver workshops	All year groups have experienced at least one SRE workshop - PSHE resources developed for particular year groups	SRE provision developed according to need. Student surveys developed so that we can be responsive.	Core SRE programme written and developed
	Sixth form: Develop PSHE programme that makes students aware of career opportunities and has a focus statutory relationship education, financial planning, health and wellbeing (PY) Sixth form: Develop an enrichment programme with partners that supports students to open their horizons, gain cultural capital and become future leaders such as: Rugby Centurion, Visionaries, EMT, Circl, Change 2020,	<u>Here</u>				

	Salesforce and Ofcom (PY)					
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LEADERSHIP AND MANAGEMENT

Priority	Actions	Resources	Source of Evidence	January Milestone	April Milestone	End of Year Target (KPI)
An established shared culture encompassing confidence, ambition and social responsibility	Improve the reliability and rigour of record keeping relating to behaviour and exclusions such that it supports the Principal, Head of Year and Governors in making decisions. <i>(Jason Badu):</i>					
	Increase the systematic quality assurance of off site provision brokered for some students by the school. <i>(Jason Badu):</i>					
	Communicating our achievements, ethos and culture <i>(Hannah Dalton):</i> <ul style="list-style-type: none"> - South Bank Express - Marketing, website and social media (???) - Use of wall space - Communication with Primaries 					
Great teaching that is engaging	Prepare the infrastructure, policies and systems and acquire the devices to allow the delivery of high quality	Purchase remaining chromebooks (320).	Observations of remote teaching.	1:1 devices rolled out.		

and challenging	blended learning to all students (<i>Nick Moore</i>):	Insurance for all devices. Provision management system (manage engine). Facilities work to upgrade lockers to include chargers.		At least one twilight session on live teaching methodology & philosophy.		
	Three staff appointed as associates to the leadership team (<i>John Taylor</i>):					

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UAE Self evaluation form 2019-20

<p>1 Summary of Overall Effectiveness</p>	<p>Judgement :2</p>	<p>Last revised: June 2020</p>	<p>By: John Taylor</p>
<p>The main reasons for choosing 2 are.....</p>	<p>We judge ourselves to be a grade 2 in all areas.</p> <p>We feel that the school has improved significantly in all areas in the last three years, though this improvement is ongoing in the areas identified in this SEF. These improvements are supported in the observed behaviour of students in and out of lessons, the quality of teaching and learning and the curriculum for students. It is evident in the progress data of students in our current year 11 and lower down the school. Also, these improvements are structurally built in and sustainable over time.</p> <p>Our teacher assigned GCSE grades show an overall progress 8 of 0.0. This is in line with the progress shown from the 2 mock examination series taken by this year group. Our A level results are much better than last year.</p> <p>Through our continued evaluation and improvement of all areas of the school, we feel that we have every chance of grading ourselves as 1 in one or more sub-judgement over the next few years.</p>		
<p>Quality of Education: 2</p>		<p>Behaviour & Attitudes: 2</p>	<p>Personal development: 2</p>
<p>Leadership & management: 2</p>		<p>Sixth form: 2</p>	

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

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

Before lockdown:

The students in our school feel safe, a contrast to how many of them feel outside school. They expect to be able to learn without having their learning disrupted by other students in their classes and they feel as though the teachers and other staff are in charge and in control. They expect the teaching to be good and appreciate that our school gives them a range and quantity of opportunities beyond the subject curriculum. They know our values are ambition, confidence and social responsibility but are not always clear about how these relate to everything we do in school.

During lockdown:

They are aware that we make every effort to ensure no student is left behind. All students (over 200) who need a chromebook have been lent one to access the thriving online school. Tutoring to close the gap takes place in school and online. Live lessons are scheduled daily and a virtual timetable is in operation. Students can access new material in all their subjects by engaging with lessons posted in Google classroom daily. Students well being is carefully monitored and a variety of extra curricular activities have been posted on our various media platforms. Student engagement is double the national average for online learning and parental feedback has indicated overwhelming approval of our online efforts.

2 Quality of Education

Judgement :2

Last revised: June 2020

By: John Taylor

Summary

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

We deliver a broad and balanced curriculum with a 3 year KS3 and a 2 year KS4, it has a focus on STEAM subjects. KS4 course choices are made by students in their interests, there is no gaming of choices for league table position. *Evidence: [School timetable structure](#)*

The school's focus on curriculum design and pedagogical development of teachers is significant, systemic and sustained. The curriculum at all key stages is focussed on delivering powerful knowledge, retained in long term memory. *Evidence: [Curriculum CPD folder](#)*

There is a systemic focus on reading and oracy for all students. *Evidence: [Oracy KO](#), [Tutor time programme](#), [KS3 English LRC lessons](#)*

The curriculum (including enrichment and Day 10) is ambitious for all students, takes account of local context and opportunities and is designed to impact on social disadvantage. *Evidence: [Day 10 map](#), [Curriculum folder](#)*

The curriculum is broad and varied with students being offered a wide variety of GCSE, subject choices such as dance, statistics, engineering and sociology. Dance is a core creative art subject at KS3. PE and Business offer their subjects in GCSE and BTEC form to allow for different learning styles.

The KS5 curriculum is adding new subjects each year with computer science, english, history, geography, drama, sociology and psychology all being added this year or for next which is helping improve recruitment in year 12.

The assessment and reporting model is focussed on powerful formative assessment processes. *Evidence: [Assessment model rationale](#), [Assessment and reporting model](#), [Formative assessment map](#)*

Our teacher assigned GCSE grades show an overall progress 8 of 0.0. This is in line with the progress shown from the 2 mock examination series taken by this year group. *Evidence: [June 2020 CAG's](#)*

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

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

Even Better....

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

- Develop support for students with EAL. This will need to be quality assured.
- Implement the Early Career Framework to support ITTs, NQTs and RQTs
- Continue to develop the CPD programme over the academic year using the results of the TDT audit
- We need to ensure that all our teachers can articulate why we teach the specific knowledge, how it should best be sequenced and taught and how it links to the knowledge in the rest of the schools curriculum.
- Continue to develop the curriculum in a way that pertains to the context of the students.
- Continue to develop the use of literacy and oracy within all lessons
- We need to develop the LRC to be a rich and vibrant learning hub that is key in supporting literacy across the school
- Increase the focus on classroom and independent learning behaviours with students..
- Our sex and relationship education programme, and its delivery, needs to be developed to equip our students to manage the pressures that they are subject to both within and outside school with confidence.
- Our PSHE programme and its delivery needs to be managed by a teacher and redesigned to reflect the contexts of our students and our school values more clearly.
- Train teachers to deliver lessons and interventions that reduce the progress gap for some of our boys.
- We need to increase the ability of our students to reflect on how they learn and revise, improve their techniques and take more ownership of their learning.
- Systematically assure the quality and impact of our formative assessment model and the feedback that students receive as a result of this.
- The schools marking and feedback policy needs to be revisited so that it better aligns with the focus on 6 weekly formative assessment and feedback.
- We need to improve outcomes for our PP students. The support currently provided needs to be reviewed and become more systematic and evidence based

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

3 Behaviour & Attitudes	Judgement :2	Last revised: June 2020	By: John Taylor
<p>Summary</p> <p>The main reasons for choosing this 1234 are.....</p> <p>(if + or -, explain why)</p>	<p>Students repeatedly report that they feel 'safe' in the school; students and visitors report that the school is generally 'calm'. They compare this favourably with the local environment outside the school. Add link to student survey results here</p> <p>The staffing structure, with a non-teaching student services team, including Heads of House, is designed to ensure that teachers can focus on delivering their planned lessons effectively without spending significant amounts of lesson time tackling behaviour that disrupts learning.</p> <p>The engagement for learning system is universally applied and understood. The preparation for learning (P4L), 'On show, expect it to go', and corridor expectations are also universally applied. Evidence: Learning walk responses up to lockdown</p> <p>Engagement with external support and contacts to support behaviour management of individual students is good. As is the use of intervention strategies and programmes within school.</p> <p>The quality of provision for students in isolation and the follow up to fixed term exclusions could be improved.</p> <p>The school is part way through a significant programme of developing, communicating and embedding a commonly understood culture of expectations for behaviour, both in and out of the classroom for all staff and students. Evidence: Culture folder</p>		

<p>Strengths....</p> <p>Our strongest features and the improving areas are....</p>	<ul style="list-style-type: none"> ● Engagement for learning expectations and practice is clearly understood and implemented in all classrooms. ● E4L is continuously monitored and evaluated by SLT through learning walks and data on detentions. ● Training for new teachers in behaviour expectations and systems is comprehensive, ongoing interventions for teachers following learning walk monitoring are also comprehensively applied. Teachers are always given feedback on the observed use of E4L following learning walks from SLT. ● Preparation for learning (P4L), 'On show, expect it to go', and corridor conduct expectations are clearly communicated to students regularly and displayed around the school. ● Heavily resourced support for teachers in managing classroom behaviour through E4L from the student services team. ● Punctuality to school is closely monitored and transgressions are dealt with systematically. ● Students generally present themselves positively and respectfully towards teaching. ● Shouting, and other expressions of teachers frustration with behaviour are rare. ● Mechanisms for dealing with bullying, discrimination and peer-on-peer abuse are clear and effective. ● Mentoring and counselling programmes are utilised for students struggling to meet expectations of behaviour and social interaction. ● Specific programmes for groups of students struggling to meet behaviour and interaction expectations are delivered through Day 10. ● The student services team are tenacious in engaging local support services and contacts to support students at risk of permanent exclusion. ● The new 'commitment to learning' expectations have been widely discussed by staff and students.
<p>Even Betters....</p> <p>To reach the next grade or to continue to be outstanding we need to:</p>	<ul style="list-style-type: none"> ● Continue with the development and communication of a universally agreed and understood culture of personal interactions and behaviour both in and out of the classroom, beyond guidelines and sanctions, that is tied in to our ethos of confidence, ambition and social responsibility. Increase the common understanding of our expectations of active participation in lessons and our shared responsibility (students and teachers) for managing each other's behaviour. This should aim to develop more universal positive attitudes to active learning in the classroom.. ● Continue to focus on ensuring sanctions are fairly and consistently applied, in the eyes of the students. ● Increase efficiency and use of LRC as a resource for stationary and AR books to support students adherence to E4L expectations. ● Continue to focus on identifying and intervening with persistent offenders from the student services team. ● Continue to focus on consistency and rigour in enforcing expectations of punctuality to lessons. ● Develop the effectiveness of interventions with repeat offending and vulnerable students to change their behaviour thus reducing the number of fixed term exclusions.

- Continue to develop and monitor the effectiveness of re-integration strategies for students following fixed term exclusions.
- Introduce and develop the role of the Head of Year
- Develop the systematic quality assurance of off site provision brokered for some students by the school.
- Develop clear expectations for how we should speak to and interact with students that are troubled and troublesome that are effective and supportive, this is particularly important for the student services team.
- Develop the role of the EWO to support families of PA students
- Improve the attendance of PP students

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

4 Personal Development	Judgement : 2	Last revised: June 2020	By: John Taylor
<p>Summary</p> <p>The main reasons for choosing this 2 are.....</p>	<p>The significant investment in the Day 10 programme provides for all students in years 7 to 10 to engage in regular activities specifically designed to enhance and support their personal development. All students will engage in at least 6 educational visits each year, they will also work in and out of school with a wide range of external bodies on projects, problem solving and community work. Some students are given an extra focus on moral, social and behaviour development through Day 10. <i>Evidence: Day 10 map</i></p> <p>The additional opportunities for music, dance and drama production and performance are good and participation in these is good. Similarly for exercise and sports training and competition. <i>Evidence: After school enrichment timetable</i></p> <p>The after school enrichment club offer is significant but participation rates are lower than we would like. We are working to increase the number of student-led after school clubs. The opportunities for out of school engagement in Duke of Edinburgh, debating and speaking competitions is good, and there are no financial barriers to engagement.</p> <p>The provision of careers education, information, advice and guidance is good and mapped against the Gatsby benchmarks. This is an area that needs to be developed further. <i>Add link to Gatsby benchmark mapping</i></p> <p>Guest speakers and lectures happen occasionally, this also needs further development.</p> <p>We are now working to develop our common understanding of shared values and behaviour expectations for all staff and students across the school. <i>Evidence: Developing our culture folder</i></p> <p>We are also developing a clear PSHE curriculum and themes for delivery through form time and the assembly programme. Alongside this we are working to increase the form tutors capacity in delivering content and structured debates. We are also working to increase the development of oracy skills and practice in subject lessons. <i>Evidence: PSHE/Form time activities folder</i></p>		

Students have real agency within the school. They have a voice and are able to influence policy and have raised awareness of LGBTQ+ inclusivity in the school. The option process is aimed at them and not parents with all students being given their GCSE option first choices for the last two years. This includes expanding the provision of courses at KS4 and KS5 at their request. *Evidence: [Social equalities club Diversity week](#), [Young Girls Matter](#), [Decolonising the Curriculum](#), [Changemakers Lab](#)*

Students are well cared for with the school actively helping families to apply for free school meals. The school helps support applications for EAL families and follow up work with communication to government agencies. The school provides access to online learning through the loan of chromebooks. A hardship fund is in place and in regular use to help students with clothing and vouchers for those unable to claim benefits.

Strengths....

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

- The range and frequency of additional opportunities to develop ambition, confidence and social responsibility through the Day 10 programme is exceptional. This includes participation in culturally enriching visits and experiences, engagement in community work with local community organisations and ongoing engagement with LSBU and Salesforce.
- Careers education, information, advice and guidance - the mapped provision from our careers leader and contracted careers advisor is comprehensive. This is supported by the guest speakers programme, the work with LSBU, Salesforce and other external employers and organisations through the Day 10 programme and other events.
- Provision and participation in peripatetic music tuition and music and drama production and performance is good.
- Provision and participation in sports training and competition is good.
- Provision for the development of confidence in oracy and debate is very good, particularly through the KS3 Oracy curriculum, form time debates and debating and speaking challenges and competitions.

	<ul style="list-style-type: none"> ● Pastoral support for individuals and identified groups of students through the student services team and Day 10 supports an understanding of right and wrong and the consequences of behaviour and actions. ● The student council is active and engaged in deciding priorities and making changes on the student's behalf. ● The student leadership team are effective and are supported in carrying out their duties, particularly during break and lunchtime. As are the sixth form lunchtime helpers. ● Provision for disadvantaged families is comprehensive and tangible
<p>Even Betters....</p> <p>To reach the next grade or to continue to be outstanding we need to:</p>	<ul style="list-style-type: none"> ● Increase the access to enrichment and support for students and staff through our relationship with LSBU and Salesforce. ● Increase student agency through student led extra-curricular activities such as academic societies and other after school clubs and the regular use of student surveys. ● Develop and promote a shared understanding of moral and ethical expectations, including respect and tolerance for cultural, sexual and religious diversity through the PSHE programme and Day 10. ● Continue to develop the PSHE and assembly programme to deliver moral and ethical instruction, understanding of democracy and the parliamentary system, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. This will be supported by the appointment of a teacher with this as a teaching and learning responsibility. ● Develop our outdoor and adventurous education offer utilising our Visionaries programme, the Duke of Edinburgh programme and other opportunities, a teacher will be assigned a teaching and learning responsibility point to support this. ● Ensure the quality and range of provision through the computer science and PSHE curriculum relating to online safety, mobile technology and the use of social media. ● Increase the use of, and engagement with student surveys and student feedback on how the school could improve for them. Develop student voice through the student council and other student led campaigns and actions.
<p><i>Coverage aide memoire: opportunities, extra-curricular, take up of provision, coherently planned experiences, character development, SMSC, resilience, pastoral support, healthy lifestyles (physical & mental), preparation for life in modern Britain & fundamental British values, equality and diversity, respect for difference, responsible respectful active citizens, Gatsby benchmarks</i></p>	

5 Leadership & Management	Judgement :2	Last revised: June 2020	By: John Taylor
<p>Summary</p> <p>The main reasons for choosing this 2 are.....</p>	<p>The SLT's focus on the quality of classroom practice through learning walks, department reviews, marking reviews and other mechanisms is frequent, regular and consistent. The mechanisms for identifying areas for improvement for individual teachers, and then supporting teachers in making improvements are also rigorous and regular, with monitoring processes in place to assure them. <i>Evidence:</i> Department review folder, Deep dive review report, Learning walk reports, Lesson observation report, Teacher support plan</p> <p>The programme of professional development through the Professional Learning Community is focussed on pedagogy. It is well resourced and comprehensive for all teachers. It ties in with appraisal and the annual school improvement cycle. It is supported by coaching programmes for all teachers in their first four years of teaching. <i>Evidence:</i> Professional development calendar, Coaching session summary</p> <p>The annual cycle of school improvement through the department SEF's, DIP's, department reviews and appraisal is coherent and established. <i>Evidence:</i> Annual teaching and learning development cycle (This needs updating),</p> <p>The Engagement 4 Learning expectations are consistently applied and monitored by SLT and the support for managing classroom behaviour is comprehensive and systematically applied through the student services team. Learning walk reports,</p> <p>Key areas for improvement are curriculum development, identification and intervention with underperforming students in KS3 and setting the school up with devices and infrastructure to deliver consistently high quality blended learning.</p> <p>The leadership has recognised a weakness in the admin structure last year and rectified it by restructuring admin staff across the whole school. As a result the front reception office is now a strength of the school and parents are being responded to quickly and appropriately. Parental complaints have dropped dramatically since December 2019 following the restructure.</p>		

<p>Even Betters....</p> <p>To reach the next grade or to continue to be outstanding we need to:</p>	<ul style="list-style-type: none"> ● Continue to build and communicate an understanding of an agreed culture of behaviours that supports the school’s ethos around ambition, confidence and social responsibility amongst all staff, students and parents. ● Ensure that the schools culture, ethos and values are explicit and observable through the behaviour and language of the students. ● Increase the focus on aligning professional development to the design and delivery of the subject curriculum. ● Support Heads of Department in developing their curricular and building an understanding of the rationale for choices, sequencing and teaching approaches in its delivery amongst their staff. ● Revisit the marking and feedback policy and practice to ensure it aligns with and supports our formative assessment policy, whilst managing appropriate expectations of workload from teachers. ● Develop activities to quality the use and impact of the 6 weekly formative assessments, the feedback to students and the effect on future lesson planning for all teachers. ● Develop parent surveys and other feedback mechanisms and ensure these have an impact on what happens in school. ● Develop student surveys and use their outcomes to assess the effectiveness of the culture and practice on improving the school experience for students. ● Develop the role to the SLT year link, assisted by the Head of Year, in identifying students with gaps in their learning. Then assure that actions are taken by teachers to close these gaps. ● Continue to develop the school’s pupil premium strategy, success criteria and monitoring. ● Continue to develop the capacity of senior leaders through engagement with other schools and networks ● Develop the role of the ‘associate to the leadership team’ as a supportive stepping stone to leadership for successful applicants. ● Continue to build the structural capacity, policies and systems and acquire the devices to deliver consistently high quality blended learning throughout the school.

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

6 Sixth form	Judgement :2	Last revised: June 2020	By: John Taylor
<p>Summary</p> <p>The main reasons for choosing this 2 are.....</p> <p>(if + or -, explain why)</p>	<p>The progress and achievement of sixth formers who have taken technical and vocational BTEC qualifications has been very good. For the past two years most of our sixth formers have been taking such courses.</p> <p>The progress and attainment of students taking A levels has dramatically improved this year. Due to Covid-19 the grades were based on teacher assessment, informed by the summative assessment series over their time in sixth form. The overall subject ALPS scores last year were all 8's and 9's. This year they range from 2 to 6. (1 is the highest possible and 9 is the lowest possible.): KS5 results analysis August 2020, ALPS analysis of CAG's</p> <p>The support given to individual students through key staff including their form tutors and the sixth form study supervisor is good and the work focussed atmosphere in the sixth form area is improving and supporting a developing culture of independent learning.</p> <p>Support for students taking the next steps into apprenticeships, university and the workplace is good and bespoke to each student. <i>Evidence: Sixth form Gatsby tracker</i></p> <p>Destinations for leavers are almost universally good. <i>Evidence: Destinations for A level students 2020, add destinations for BTEC students</i></p>		

<p>Strengths....</p> <p>Our strongest features and the improving areas of our provision are....</p>	<p>Achievement of students taking BTEC Engineering and BTEC Business Studies is very good. This represents the majority of students in last year's Y13.</p> <p>The new intake into Y12 that are taking A level subjects, particularly those that sat GCSE's at UAE, have an improved work ethic and attitude to learning than previous Y12 A level students.</p> <p>The new Head of Sixth Form, under the leadership of the AVP, is ensuring that the monitoring and intervention strategies for sixth form students by teachers and form tutors is comprehensive and persistent.</p> <p>The sixth form study supervisor and sixth form leadership are supporting a developing culture of independent learning in the sixth form area.</p> <p>Support from LSBU in preparing students for higher education and university applications is good.</p> <p>The provision of employer contacts, work experience and careers support is strong.</p> <p>Destinations for sixth formers are good.</p>
<p>Even Betters....</p> <p>To reach the next grade or to continue to be outstanding we need to:</p>	<p>Continue to focus on strategies to tackle poor attendance from students.</p> <p>Support teachers in developing and delivering new A level courses which start in September.</p>

School Context	Revision date:	Author: John Taylor
<p>Students</p> <p><i>Any specific features of the student population on entry, particularly the range of ability, proportions with disabilities and SEN, proportion entitled to Pupil Premium. The extent of non-standard admissions.</i></p>	<p>36% FSM</p> <p>52% PP</p> <p>21% with SEN needs</p> <p>13% SEN status</p>	
<p>Staffing</p> <p><i>Any specific features of the staffing of the school. For example, recruitment, turnover/stability, part-timers, non-specialists, experience, absence, extent of supply cover. Comments to do with teaching belong in 'Teaching' below, not here.</i></p>	<p>Stable teacher turnover over last 12 months only 6 leaving in August. (4 of these we wanted to leave, one changed profession, another to seek promotion. Fully staffed in Maths, English and Science with excellent specialist subject knowledge. All lessons taught by Specialists.</p> <p>Recruitment was successful. Only Spanish needs a permanent HoD from January. New recruitment from in house teaching apprenticeships to gain full QTS of two support staff sand QTS gained by Head of Student service shows that progression routes to teaching are used to recognise in house talent and to promote from within, Continuous CPD for existing teachers with matched funding for Masters, and sponsored NPQML/SL/PH courses</p> <p>Absence and supply costs are down but have been impacted by Lockdown effect. However, all staff are monitored for duty and online presence by SLT and it is good. Care and well being of staff during lockdown is a high priority and being monitored by SLT and the trust HR manager.</p> <p>Restructuring of admin staff was successful and required no redundancies.</p>	

Other features

Any unusual organisational features of the school. Any other issues which affect your school but which are largely outside your control.

Agenda item 8

Student recruitment update and financial implications

Our current student numbers on the 30th September are as follows.

Year	Males	Females	Total
Year 10	101	36	137
Year 11	109	33	142
Year 12	54	13	67
Year 13	30	4	34
Year 7	79	27	106
Year 8	76	48	124
Year 9	89	50	139
Totals	538	211	749

These are the numbers in the October census which define our funding for 2021/22. We had budgeted for there to be slightly more students in year 7 and slightly less in year 12. Therefore there is no significant impact on our expected budget for next year. We anticipated a drop in year 7 intake due to the results achieved by Y11 in 2019. Unfortunately this will now not be overwritten by a much better set of published results for 2020. The implications of this are significant moving forward, particularly if school performance tables are not published next summer as well.

Current budget.

We have 2 less students with EHCP's than we were expecting, therefore our SEN income is £33,000 lower than anticipated. This majority of this shortfall will be managed by not replacing one of the teaching assistants that has left to train as a teacher.

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	CONFIDENTIAL
Paper title:	Keeping Children Safe in Education (KCSIE) 2020 update
Board/Committee:	University Academy of Engineering School Advisory Board meeting
Date of meeting:	15 October 2020
Author(s):	Ciara Carroll, Clerk to the Trust Board
Sponsor(s):	Michael Broadway, SBA Company Secretary
Purpose:	To review
Recommendation:	The Board is requested to note the attached Keeping Children Safe in Education updated guidance.

Executive Summary

The 2020 update of the KCSIE guidance was published on 1 September 2020. It sets out how to safeguard and promote the welfare of all children and how to manage the safeguarding process.

All members of the Board and all staff are required to read the document, which is included as an appendix to the pack.

The key changes from the previous year are:

- Explicit statement that the Covid-19 safeguarding guidance has been withdrawn as schools are expected to open in full

The Board is requested to note the attached Keeping Children Safe in Education updated guidance.

The document in this pack is the full guidance, however governors are only required to confirm that they have read Part 1.

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University Academy of Engineering South Bank

Careers Education Information, Advice and Guidance Policy

September 2020

Introduction

At UAE South Bank, careers education and guidance is important for the personal and emotional development of each student. We have set a goal to build and develop a careers education across the school, enhance pupil skills and confidence, and provide as much opportunity for networking and further academic employment ventures as possible. We would like to ensure that each student gets a chance to develop an understanding of what it means to work and what they would like to work towards. We also believe that parents/carers will have a pivotal role to play, and so having the support of parents would be of great value in creating a cohesive approach and collaborative attitude toward Higher Education and Careers.

Objective

Our aim is to ensure we develop and deliver a comprehensive programme tailored equally and fairly to the academic and social needs of each student. The programme will involve working with a range of external organisations and further/ higher educational institutions as well as internally, to ensure that the programme meets the 8 Gatsby Benchmarks. We will be working directly with students, parents and organisations to ensure there is enough support given and suitable decisions are made, for the future benefit of each pupil at all stages of their academic career. We aim to make as much information and as many resources available as possible, in order for each student to make unbiased and informed decisions. We will be taking advantage of our location and existing relationship with London South Bank University and other partner schools to reinforce further scope of opportunities.

Gatsby Benchmarks

The Gatsby Benchmarks provide an outline on which information and guidance is required to be delivered to students. It is also a way to address each and every duty that would be expected of the relevant staff, in relation to providing careers information and further education for parents as well as students. UAE South Bank is committed to continuously improving and providing students with a mapped structure of activities and informative material that fall in line with the Benchmarks below.

- 1. A stable careers programme**
- 2. Learning from career and labour market information**
- 3. Addressing the needs of each pupil**
- 4. Linking curriculum learning to careers**
- 5. Encounters with employers and employees**
- 6. Experiences of workplaces**
- 7. Encounters with further and higher education**
- 8. Personal guidance**

For further reading on the Gatsby Benchmarks and related articles then please visit this website:

Student Entitlement

Each student will be expected to acquire experience, understanding and skills in a range of areas as they progress through their key stages. These areas aim to build on their knowledge and aid them in deciding on their actions as they seek to progress. The fundamental goal of early careers education is to positively impact attendance, punctuality and behaviour within the school as well as raise aspirations.

KS3 Year 7: Introduction in to career prospects and higher education

Year 8: Introduction in Entrepreneurism

Year 9: Understanding the labour market

KS4 Year 10: Understanding the world of work

Year 11: Understanding further education, HEI and Apprenticeship pathways

KS5 Year 12 & 13:

- Understanding higher education and the labour market
- Understanding pathways
- Participating in work related provisions
- Researching HEIs and using UCAS

Governor Involvement

The Governing body of the school will have a duty to students to ensure the aims outlined in this document are held in to account and fulfilled to all students without discrimination. The Governing body will also ensure that the 8 Gatsby Benchmarks are continuously being met, as well as support areas in need of development.

Measuring Impact

Aligning with the aim of the Careers Programme delivery, the focus is to ensure students make informed decisions about their future prospects after leaving UAE South Bank. The ultimate goal is that by the end of year 11 and 13, there are no students on the NEET register or on the destinations data. The purpose of measuring the impact of Careers will help to inform any potential future developments for each activity and its compliance against the 8 Gatsby Benchmarks.

Tracking

All activities and sessions delivered to students will be generally recorded for each pupil after they have occurred. Tailored programmes for categorised students will also be done in the same way. Depending on year group, students will also be using various online platforms to research and record their own achievements.

The Access Project (TAP) – Partnership

UAE South Bank work with The Access Project (TAP) to offer further support to students who meet a specified academic criteria and are aspiring to go on to study at Oxbridge / Russel Group Universities. TAP work with more able students from disadvantaged backgrounds, providing in-school support and personalised tuition, to help them gain access to top universities. The

programmes comprises both tutoring and mentoring where students are matched up with tutors for their chosen subjects. Students also have access to societies, one to one mentoring, information sessions and further support. TAP publish their own provisions which they share directly with the school, should parents/ students wish to see a copy then they are required to put forward a written request and send to the Careers Lead.

SEND/ Looked After/ Risk of NEET

Students falling under specific vulnerable categories will receive further tailored support to ensure that they have a set pathway to work towards whilst still in education. Careers will work across various departments within the school and seek out further external support to identify and support these students. A collaborative approach will be taken by all necessary staff members to give the student as much opportunity as possible by providing early intervention. Should we highlight when this is due to take place? Or is it enough that it is on the delivery programme?

Careers Guidance

Students will have access to an impartial Careers Adviser in order to receive guided information on further/ higher education and other training pathways, as well as goal setting and receiving advice on skills building. Careers guidance is available by appointment to all students in lower years however, students in years 10 to 13 will be required to have at least one meeting.

A Careers Adviser will also work closely with students who are at risk of becoming NEET in order to help them make realistic and informed decisions on improving work output, attitude towards education, and future goal setting. There will be an online form which students will need to complete before meeting with an adviser and will receive feedback after.

Careers Curriculum & Management

Students will receive the benefits of being able to participate in careers related activities where teachers incorporate subject topics and careers content. The aim is to discover further subject related opportunities, drive ambition, develop confidence and encourage further participation and attendance. Staff will be encouraged to make use of resources made available from external programmes as well as their own lesson plans.

The Careers Leader is responsible for taking lead in co-ordinating and supporting the implementation of careers related education and activities across the school. This will be under the management of the SLT member responsible for Careers and/or Pastoral leads. The scope of Careers will also require the input of form tutors and non-teaching staff. Much of the provision will be delivered through the Enrichment and Day 10 programme, form time and assemblies.

Staff Development

Staff are required to undergo various training sessions where it is relevant and dependent on their level of involvement in the careers programme, or a particular year group. The school will be working internally and with external organisations to deliver training and PD sessions to staff (or to those participating directly in the delivery of Careers education). The Careers Leader will be going to various CPD and external conferences to remain current with best practice and

ensure it is reflected in the existing provision. The Careers Lead will also work with external organisations to build networks and partnerships on the school's behalf.

Parent/ Carer Involvement

The school understands that parents/carers are a crucial driver in the decisions made by each pupil, we wish to work collaboratively to ensure the school is doing enough to support families and students when making informed decisions. The Careers Leader is available to meet with parents/carers and students when requested in order to make sure agreed plans and actions are put in place which support the student and resolve any issues. Should parents/carers also require further information, resources or to raise any concerns then they are welcome to contact the Careers Leader in writing. Parents/carers will be invited to attend specific related events when they are open for them to do so.

The school's expectations of parents/carers is to ensure their child is equipped for any careers related provision, ready to engage, is not disruptive and conducts themselves in an excellent manner. The school also asks that parents/carers are able to raise any concerns regarding their child with the relevant members of staff as well as with the Careers Lead, especially in cases when there is a concern of students at risk of becoming NEET. Constructive suggestions on improving the delivery of the Careers programme are also welcomed from students, staff, external organisations and parents/carers.

Resources

Careers information is accessible to students online. Opportunities will be sent via email and other information is published on Google Classrooms for students to look at. Students are encouraged but also required to demonstrate a certain level of independence.

Teacher resources are made available via Google drive and shared with all staff.

Destinations Data

The Careers Leader will assist, and work collaboratively with the school (Attendance Officer/ Pastoral Lead) and the Local Authority in collecting destinations data on students who have completed KS4 and KS5. This information will be updated as and when necessary and shared with the Local Authority (Southwark Council Education Department). This information is to ensure the school is compliant and tracking student progress for at least 2 years post education with UAE South Bank.

Equal Opportunities

The school works towards remaining consistent with the 8 Gatsby Benchmark to give impartial and unbiased advice, as well as ensure each student has equal exposure to the careers provisions.

Previous student behaviour or background will not be taken in to consideration when being exposed to opportunities; this is with expectation that they are compliant with the behaviour expectations of the programme and of the school. Failure to do so will hinder any future participations or engagement with external activities or providers.

Future Developments

UAE South Bank will frequently continue to develop and improve the provision and ensure the programme adapts to meet the DFE, Ofsted and Benchmark criteria's as and when they are updated. The programme will also be revised frequently to ensure that the effectiveness and impact it is having on the students is significant to their future education and development. The school will also work towards building further external links with educators and organisations to deliver further opportunities in training and experience.

References

Careers guidance and access for education and training providers - October 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf

The CDI Careers Framework – January 2020

<https://www.thecdi.net/write/CDI-Framework-Jan2020-web.pdf>

Good Careers Guidance / Gatsby Benchmarks

<https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

The Careers & Enterprise Company

<https://www.careersandenterprise.co.uk/schools-colleges/support-send>

Careers in Context 2020: A can do guide – September 2020

https://resources.careersandenterprise.co.uk/sites/default/files/2020-09/1400_Careers_In_Context_Guide_Final_24_09_20_0.pdf

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