

Meeting of the University Academy of Engineering School Advisory Board

4.00 pm on Thursday, 9 July 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	3 - 10	CM
4.	Matters arising	11 - 12	CM
Items to discuss			
5.	Questions for the Principal	Verbal Report	CM
6.	Principal's report - focus on online school	13 - 24	JT
7.	Pupil Premium statement of impact	25 - 26	JT
8.	School Evaluation Form	27 - 44	JT
9.	School development plan	45 - 58	JT
10.	Assessment and reporting	59 - 66	JT
11.	Policy review	67 - 70	JT
Items to note			
12.	Quality committee update	Verbal Report	CM
13.	AOB		CM

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

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

In attendance: Michael Broadway, Dan Cundy and Dominique Phipp

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**Minutes of the meeting of the University Academy of Engineering School
Advisory Board
held at 4.00 pm on Thursday, 21 May 2020
Via Zoom**

Present

Chris Mallaband (Chair)
Safia Barikzai
Alex Drake (Vice-Chair)
Philipp Herzberg
Zakir Matin
John Taylor

Apologies

Veronica Allen
Karen Fowler

In attendance

Michael Broadway
Dan Cundy
Dominique Phipp

1. Welcome and apologies

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

The SAB noted that Karen Fowler has not attended the last three meetings. The SAB had valued her contribution. The Chair asked the Secretary to contact her to confirm if she feels able to continue to be a local governor.

The SAB noted that Tony Roberts has stepped down from his role as a local governor but remains a local governor at the UTC. The SAB thanked Tony for his valuable contribution.

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 as a true and accurate record.

4. Matters arising

The SAB noted that its previous request for additional resources to support students sitting GCSE and A-level exams had been well received by the

Quality Committee. However, due to the pandemic these resources were now better used elsewhere.

The SAB noted that School senior leaders made a request for additional capital expenditure for more Chromebooks, which has been signed off by the CEO.

Year 11 performance – this would be covered later in the meeting.

Public premium – this would be covered at a future meeting, including the intended impact of activities for the next academic year.

Review of indicators used in reporting trends and benchmarks in Principal's reports - The SAB noted that development of a Governance dashboard is underway. The dashboard will streamline and centralise the process of information gathering and reporting and give structure to principals reporting to governors.

Grease production - The Chair noted that he sent a message of congratulations to the Head of Drama.

Year 11 attendance - The Chair requested to see the attendance record of students prior to the lockdown.

The Chair explained that a significant part of this meeting will be spent discussing the impact of the COVID-19 pandemic and the huge changes that have occurred since the last meeting.

5. Questions for the Principal

The SAB discussed what the Academy is doing to ensure the rigour and quality of assessments. A governor questioned if the number of assessment points in KS4 is sufficient if a student is not making progress and commented that the quality and reporting of assessments doesn't seem consistent.

The Principal responded that school policy is to give students a 'working at' grade and 'target' grade based on their marks in four summative exams during KS4. This approach offers four opportunities for feedback to the parent/student, including a full report on the student's progress and an annual Parents' Evening. He explained that the School does not issue predictive grades.

The Chair asked how students know if they are on track to achieve their target grades, or if their performance is behind. The Principal explained that students receive increasingly detailed feedback throughout the academic year. The Principal added that UAE and UTC are developing shared reporting standards.

The Chair asked to see a selection of reports given to parents on their child's performance at a future meeting. The Principal agreed to provide a selection

for the SAB to review at a future meeting and consider if they are sufficiently clear and jargon free.

The Principal noted that the assessment policy is under review, as the pandemic has challenged the existing format and delivery of assessments. He will provide an update on this work at a future meeting.

6. **Update on pay policy**

The SAB noted that the SBA Board has previously discussed and approved the pay policy.

The Chair explained that the new policy is in line with policy across the sector. In amending the policy, a 'no detriment' approach has been taken and the new policy will benefit many of staff. A small group (less than five individuals) would be worse off under the new policy however, so their current salaries will be protected for two years.

A separate review of teacher's working conditions (working hours, annual leave etc.) will be undertaken.

The Chair thanked all staff involved in the pay policy review. The Principal explained that the new policy should deliver very positive change for the School in the medium to long-term. In the short term a £64k increase in budget is necessary, dependent on performance management outcomes this year. The Principal confirmed that this budget increase is manageable

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

The Principal gave a presentation on the School's response to the COVID-19 pandemic.

The SAB received a tour of the online teaching system, Google Classrooms, from the perspective of a student working from home during lockdown.

Teaching

The Principal explained that early into lockdown feedback from teachers and students showed that continuing the pre-lockdown school timetable, providing five lessons per day, was not feasible. Students, teachers and parents were overwhelmed and couldn't guarantee their presence for lessons. A new simplified timetable was launched of:

- Three lessons per day, which are uploaded to Google Classroom before 9am. Work for all three lessons must be completed by midnight the day before their next lesson in that subject. The daily lessons may take longer than three hours to complete.
- PE and dance activities are regularly posted online as well as three form times per week, one school assembly per week, and one book club session per week. Staff are investigating the possibility of posting book club books to students' home addresses.

The SAB discussed how students will recover lost time studying the academic curriculum during the pandemic. The SAB noted that students have been given the opportunity to do as much work as they want to during the pandemic on top of the compulsory three lessons per day. The Principal added that work has begun on a plan for catching up with the academic curriculum after lockdown (a “recovery curriculum”). The recovery curriculum will include support for students negatively affected by the social and emotional challenges of lockdown.

The SAB discussed how teaching of the practical elements of courses is being conducted. It was noted that the School does not have the capacity to post materials to students’ homes. It was suggested that the LSBU ambassadors and students could provide elective courses or lesson plans.

The Chair asked if the teaching materials shared online are available to students at any time, or if they are removed after a short period. The Principal explained that the online database of teaching material is currently available to students for the foreseeable future, and materials are not removed. He added that the database growing throughout the pandemic will be available for teaching staff to utilise again in future.

The Chair also asked if teachers can interact with students in real time, or if there is a delay in helping students with their home-working. The SAB noted that teachers can give same-day responses to questions sent by students via email, typically within a few hours of receipt or less.

The SAB discussed how other schools are operating during the pandemic. It agreed that the Google Classroom environment developed by the School is impressive. The Principal noted that the School plans to move towards more live teaching sessions, ideally at least one every day.

A training day is planned for the 5 June 2020 to discuss development of teaching practices and encourage constant improvement. The day will also focus on how staff can support one another through this difficult period.

Student engagement

The SAB noted the average student engagement scores throughout the pandemic with the online learning resources is around 30-45%. This means that 30-45% of students are completing every piece of work. The Principal explained that though this figure appears low, it is double the national average. The SAB noted that difficult circumstances at home, such as sharing of home resources, are contributing to these figures. The Principal explained how teachers are responding to low engagement with work set, for instance by contacting the child’s parents after nine pieces of work set are not completed.

Student and staff welfare

The SAB noted that the School has identified 95 vulnerable students. These students are receiving additional support through regular phone contact with Student Services and the SLT. Five staff are dedicated to providing this support full time. Some students receive daily phone calls and regular video calls from teachers to talk through their lessons. If the School cannot make contact, the matter is referred to educational welfare or social services as necessary.

The SAB discussed how students can log concerns. It was noted that all students already know how to contact the School's safeguarding team. The SAB discussed the level of supervision the School has over student-teacher interactions. It was noted that all live lessons are now held through 'Google meet' which is a secure environment. All lessons are recorded, as are any teacher-student phone calls. Zoom calls are not recorded, but parents know how to contact safeguarding resources at school with any concerns. It was noted that teachers phone the child's parents first, before the call is passed to their child.

The SAB discussed staff welfare, which is an area of concern. It was noted that numerous staff have contracted COVID-19 or are struggling with its impact. Every member of staff has different circumstances, but broadly many are lonely and struggling with the amount of hours now required to be spent behind a computer screen. The Principal shared how the School is supporting staff through check-in phone calls, weekly staff quizzes etc.

Reopening

The SAB discussed plans to gradually reopen the School. As per Government guidance, the School intends to open for year 10s (particularly for those not engaging with work at home) in the coming weeks.

The SAB encouraged involving all parties in decision-making about the reopening of the School, as it is an emotive topic, at the earliest opportunity. The Principal confirmed that consultation about the proposed plans will include parents, staff, Governors, SABs, and trade unions prior to the final decision being made by the Board. Staff surveys will be used to understand the needs and demands placed on staff, and their views on the plans. Guidelines on students exempt from face-to-face teaching will be provided to parents.

Year groups performance

The SAB discussed Year 11 performance. The Principal explained how their grades have been assigned and noted that overall a modest improvement in results is forecast. It was noted that no league tables will be published this year, as school performance cannot be assessed accurately due to the pandemic. The SAB noted that a full graduation assembly and prom will be held for the graduating Year 11 students when possible.

The SAB noted that the Year 13 grades for 2020/21 are better than last year.

The Chair requested data on how many Year 6 students have chosen the School as their first choice. This information is to be provided out of committee.

The SAB noted the current Year 12 application numbers, which are very impressive.

SDP update

The SAB noted that the Quality Committee is reviewing the timeline for development of these plans and the School Development Plan will be completed in draft form by the end of the academic year.

Staff turnover

The SAB noted healthy and low numbers for turnover of teaching staff, with most vacancies filled for next year, and support staff.

The Chair acknowledged how fast the world has changed in the past few months and congratulated the School's spectacular response.

8. Policy review

This item was deferred to a future meeting.

9. Quality committee update

The SAB received this feedback earlier in the meeting during the Principal's report.

10. Governors' visit form

The Board noted the Governors' Visit Form, completed for a visit on 5 March 2020.

11. Any other business

The Vice-Chair thanked the School for supplying goggles to Lewisham Hospital for use as PPE equipment. He noted that the response from UAE and other schools across the local area was overwhelming.

**Date of next meeting
4.00 pm, on Thursday, 9 July 2020**

Confirmed as a true record

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..... (Chair)

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UNIVERSITY ACADEMY OF ENGINEERING SCHOOL ADVISORY BOARD - THURSDAY, 21 MAY 2020
ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
5.	Questions for the Principal	Selection of children's report to next SAB meeting Update on assessment policy to future meeting		John Taylor John Taylor	Update at meeting On agenda
8.	Policy review	Charging and remissions policy to next SAB meeting		John Taylor	On agenda

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**Principal's Report to SAB
 UAE South Bank**

Produced by:

Date:

a) Quality of teaching

Quality of teaching %	Exemplary practice (in addition to meeting standards)	Meeting all teachers' standards	Not meeting all teachers' standards	Cause for concern (in addition to not meeting standards)
Year to date		94	6	

Notes: (Including trends over time, actions relating to sharing best practice, supporting improvement, links to CPD and quality assurance systems)
 Before lock down three teachers were identified as requiring more support to meet the teacher standards. One teacher will be leaving UAE at the end of this term. Support for the other two teachers will resume once school is fully reopened in September, both are currently meeting the required standards with their online and live lessons.
 Also prior to lock down we commissioned the Teacher Development Trust (TDT) to conduct an audit of our CPD. This was completed and we will be continuing our work with TDT to drive improvement in our CPD provision for all staff in September.

Quality of teaching during the lockdown

CPD

Since the lockdown in March, UAE staff have welcomed the opportunity to participate in the numerous webinars and free CPD courses online. We have created a Remote CPD folder in google drive, which contains links to podcasts, articles and many other resources. There is also a google form that staff use to capture the training they have accessed during this time. In addition, in light of the cancelled Festival of Education, I was able to organise a virtual CPD/Staff day on June 5 for everyone. We were lucky to secure Tracey Campbell from Together Transforming Behaviour to give a bespoke keynote speech to support further thought and discussion on developing our shared culture at UAE. All staff attended this session. The rest of the day consisted of a choice of live zoom webinars such as effective remote learning and recovery curriculum and optional recorded sessions, compulsory sessions that were essential for all to fully engage with the next stage of reopening and I was also able to include some wellbeing sessions. The day ended with a whole staff zoom plenary session. Feedback on the day was very positive and I will be implementing some of this new structuring in future CPD days.

Pedagogy

At UAE we were in the fortunate position of having, and of already using Google Classrooms. We were on an evenly paced trajectory to become a Google school, but the lockdown meant that teachers had to be rapidly upskilled in creating and posting engaging online lessons. Nick Moore, our Google expert supported staff with an array of video tutorials and teachers learnt how to make screen captures to give more detailed instructions and explanations to students. Staff have been encouraged to replicate key pedagogy, such as retrieval practice activities, chunking and dual coding used in lessons in school in their online lessons. The CPD day session on the EEF remote learning report served as a timely reminder for staff.

After feedback from staff and families, we realised our initial desire to run the normal school day online was unrealistic, both staff and families were finding it hard to keep up with the volume of work whilst coping with lockdown in their homes. The timetable was modified to give all students three lessons per day that were posted at 9.00 am. This allowed staff and families to better structure their days. HoDs worked with their teams to decide the content to teach, we were conscious that some students, despite our best efforts, were completing very little work and we needed to balance the need to teach new content with the need to not further increase the attainment gap in disadvantaged students.

In recent weeks, with DfE guidance our teaching has changed once again. Teachers have undergone further training to ensure they can all conduct live lessons using the Google Meets platform. Years 7 to 9 now have timetabled live lessons at the same time each day. The year 10 cohort have been divided into three based on their engagement in online learning and each cohort has timetabled face to face lessons in school. Prior to reopening, training days were scheduled for staff which included discussions on how the lessons could be used to; gain an understanding of where students were in their learning, to re-engage and reconnect with them and allow them opportunities for dialogic learning. Staff will also use these lessons formatively to support

comprehensive curriculum planning for September. Staff and students have really enjoyed being back together in school, despite the new social distancing rules and procedure

b) Attainment

Data to be inserted here in school's own format for Years 7-10 and 12. Year 11 and 13 separate sections below.

Notes: (commentary on performance of all years from 7 (or 10) -13 against target and over time, including pupil premium gap, gender gap)
We would have been in a position to report on the end of year assessment outcomes for years 7 to 10 at this point. Unfortunately, due to lockdown, these have not happened. We are currently planning our formative and summative assessments for the Autumn term.

Year 11 (current performance)

Press Release

University Academy of Engineering South Bank

Year 11 (2019/2020) CAG

Whole Cohort

Pupils

132 Pupils 99 Boys 33 Girls

Baccalaureate

70

70 Pupils Entered - 53.03%



Baccalaureate Subjects

	Eng	Ma	Sci	Hums	Lang
Entries	131	132	130	92	101
	99%	100%	98%	70%	77%
Standard	112	86	101	60	63
	85%	65%	77%	45%	48%
Strong	72	67	82	44	31
	55%	51%	62%	33%	23%

Summary

4.32	0.56	-0.06	-0.3
APS	Sci VA	Hums VA	Lang VA

English

Entries	9 to 7	9 to 5	9 to 4	
131	15	72	112	
Pupils	99.24%	11.36%	54.55%	84.85%
Entries	-	11.45%	54.96%	85.50%

Maths

Entries	9 to 7	9 to 5	9 to 4	
132	21	67	86	
Pupils	100.00%	15.91%	50.76%	65.15%
Entries	-	15.91%	50.76%	65.15%

Science

	Pupils	Entries
1 Science	131	99.24%
Grade 4+	102	77.27%
2 Sciences	131	99.24%
Grade 4+	102	77.27%
3 Sciences	55	41.67%
Grade 4+	51	38.64%
Bio/Chem/Phys	32	24.24%
Grade 4+	30	22.73%

MFL

	Pupils	Entries
1 MFL Entry	101	76.52%
Grade 4+	63	47.73%
2 MFL Entries	4	3.03%
Grade 4+	3	2.27%

English & Maths Threshold

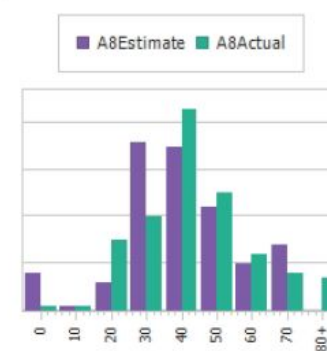
Both Subjects	33%	17%
	<5 43	22 5+
	<4 16	30 4+
	12%	23%
Maths Only	3%	62%
	4+ 4	82 4+
	5+ 17	50 5+
	13%	38%
		English Only
		Both Subjects

131 Pupils Entered - 99.24%

Entries

9 to 8 - inc A**s	(9.31%)
99	
9 to 7 - inc A*-A	(19.00%)
202	
9 to 5 - inc A*-B	(51.93%)
552	
9 to 5 - inc A*-C	(56.82%)
604	
9 to 4 - inc A*-C	(75.92%)
807	
Total	Average
1063.00	8.05

Progress 8



	A8	P8
English	9.47	-0.35
Maths	8.79	-0.25
EBacc	15.39	+0.5
Other	14.24	-0.11

Overall 47.89 0

Filled Slots 130 98.48%

Performance

	Pupils	Percent
5 A* to C	94	71.21%
Inc EnMa (4+):	77	58.33%
Inc EnMa (5+):	49	37.12%
5 Grade 5+	56	42.42%
Inc EnMa:	45	34.09%

Details		EM Threshold															Progress 8							
		Entered			Standard Pass						Strong Pass						Summary				Baskets			
					Both		English Only		Maths Only		Both		English Only		Maths Only									
Name	Pupils	#	%	#	%	#	%	#	%	#	%	#	%	#	%	KS2 APS	Entries	Score	% Positive	English	Maths	EBacc	Other	
Basic																								
	All Students	132	131	99.24	82	62.12	30	22.73	4	3.03	50	37.88	22	16.67	17	12.88	4.86	124	0	50	-0.35	-0.25	0.5	-0.11
SEN																								
	SEN	36	36	100	15	41.67	11	30.56	1	2.78	3	8.33	6	16.67	8	22.22	4.72	35	-0.54	34.29	-0.76	-0.95	-0.09	-0.56
	Non SEN	96	95	98.96	67	69.79	19	19.79	3	3.13	47	48.96	16	16.67	9	9.38	4.91	89	0.21	56.18	-0.19	0.03	0.73	0.06
	SEN gap	-60	-59	1.04	-52	-28.12	-8	10.76	-2	-0.35	-44	-40.63	-10	0	-1	12.85	-0.19	-54	-0.75	-21.89	-0.57	-0.98	-0.82	-0.63
Gender																								
	Males	99	98	98.99	63	63.64	19	19.19	3	3.03	37	37.37	15	15.15	15	15.15	4.93	94	-0.2	43.62	-0.62	-0.38	0.27	-0.29
	Females	33	33	100	19	57.58	11	33.33	1	3.03	13	39.39	7	21.21	2	6.06	4.64	30	0.63	70	0.5	0.17	1.21	0.44
	Gender Gap	66	65	-1.01	44	6.06	8	-14.14	2	0	24	-2.02	8	-6.06	13	9.09	0.29	64	-0.84	-26.38	-1.12	-0.55	-0.94	-0.73
Pupil Premium																								
	Pupil Premium	77	76	98.7	43	55.84	21	27.27	2	2.6	27	35.06	14	18.18	11	14.29	4.87	75	-0.25	40	-0.51	-0.55	0.27	-0.4
	Non Pupil Premium	55	55	100	39	70.91	9	16.36	2	3.64	23	41.82	8	14.55	6	10.91	4.85	49	0.38	65.31	-0.09	0.22	0.85	0.33
	Pupil Premium Gap	22	21	-1.3	4	-15.06	12	10.91	0	-1.04	4	-6.75	6	3.64	5	3.38	0.02	26	-0.63	-25.31	-0.42	-0.77	-0.58	-0.73
FSM																								
	FSM	52	52	100	31	59.62	12	23.08	1	1.92	18	34.62	8	15.38	10	19.23	4.96	51	-0.35	39.22	-0.67	-0.64	0.15	-0.45
	Non FSM	80	79	98.75	51	63.75	18	22.5	3	3.75	32	40	14	17.5	7	8.75	4.79	73	0.24	57.53	-0.12	0.03	0.74	0.12
	FSM Gap	-28	-27	1.25	-20	-4.13	-6	0.58	-2	-1.83	-14	-5.38	-6	-2.12	3	10.48	0.17	-22	-0.59	-18.32	-0.55	-0.66	-0.59	-0.57

[Full Student Comparison \(link\)](#)

[Full Subject Comparison \(link\)](#)

Year 13 (current performance and professional prediction data)

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

Notes: (commentary on performance of Year 13. To include attainment at A*-C and A*-E for A levels, grades for BTEC, average grades, ALPS or progress/value added measures).

- The overall performance shows an improvement on previous years with students awarded A* - B grades for the first time in the school's history. This was evidence of the 6th Form attracting students who were of true A Level standard for the first time.
- One student applied to Oxbridge (Natural Sciences at Cambridge) and was invited to interview

Biology

3 students. One had very poor attendance due to mental health issues and 2 students struggled with the subject due to their weak English (they are both EAL)

Business Studies

1 student who worked well throughout the 2 years

Chemistry

4 students. 2 worked extremely well throughout the course and 1 student had poor attendance, particularly in Year 13.

Economics

1 student who worked well throughout the 2 years

Mathematics

Our largest subject area. A significant improvement on last year. A* - C % hindered by 2 students who had poor attendance to school, especially in Year 13

Physics

Again, an improvement on recent years. 1 student who was not really suitable for the course and one who had poor attendance due to mental health issues.

BTEC Engineering

Slightly lower grades than last year, in the main due to the external Maths elements. Students are following the course with maths that is relatively weak (a small number had not attained Level 4 at GCSE when they entered the 6th Form)

c) Attendance

	Attendance Year 7-11 (National average) %	Persistent absence (National average) %	Lateness %	Attendance Year 12 and 13
Year to date	<u>95.00% - Year 7</u> <u>93.90% - Year 8</u>	<u>15 - Year 7</u> <u>25 - Year 8</u>	<u>1.46% - Year 7</u> <u>2.62% - Year 8</u>	<u>90.09% - Year 12</u> <u>85.67% - Year 13</u>

	<u>93.44% - Year 9</u> <u>94.68% - Year 10</u> <u>93.08% - Year 11</u> <u>Total 94.6</u>	<u>22 - Year 9</u> <u>14 - Year 10</u> <u>18 - Year 11</u> <u>13 - Year 12</u> <u>9 - Year 13</u> <u>Total = 15.6%</u>	<u>3.86% - Year 9</u> <u>4.70% - Year 10</u> <u>3.99% - Year 11</u> <u>6.57% - Year 12</u> <u>6.64% - Year 13</u> <u>Total 3.61%</u>	
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Notes (Including notable differences between groups including year groups, and change over time)

d) Behaviour and exclusions

	Fixed term exclusions (number/days/average length)	Permanent exclusions	Internal removal from lessons
Year to date	73, 228.5, 3 days	0	1116

Notes:

The figures above is data recorded pre covid lockdown.

Attendance Post lockdown:

We have been open everyday from 10am to 2pm for vulnerable students and we have had 6 students attend school during this period. We have continued to monitor engagement, contacting parents where engagement has been poor. To encourage students to continue with their online lessons we have recorded reward assemblies where we publicly recognise students for the outstanding contribution and engagement with their work. All Head of Houses make regular calls to our most disaffected families and record these calls on a shared document.

f) Staffing

After a busy round of recruitment for the Summer and Autumn terms, we are pleased to welcome the following new starters.

Surname	Forename	Post	Start date	End date	Notes
Yeates	Julia	Teacher of Humanities	13/07/2020	Perm	New role - department growth
Lawrence	Ruby	Teacher of Mathematics	06/07/2020	Perm	Replacement post
Dumitru	Andreea	Teacher of Mathematics	06/07/2020	Perm	Replacement post
Ahmed	Hassan	Teacher of Physics	13/07/2020	Perm	Replacement post
Austin	Bert	Teacher of Chemistry	13/07/2020	Perm	Replacement post
Perez	Laura	Teacher of Business	10/06/2020	Perm	New role – department growth
Foli-Lassey	Barbara	Teacher of Humanities	01/09/2020	Perm	Replacement post
Rossi-Valverde	Cristina	Teacher of Spanish	01/07/2020	Perm	Replacement post
Ardila	Jennifer	Teacher of Spanish	01/09/2020	12/06/2021	Mat leave cover
Kajue-Adolphi	Christian	Teacher of Humanities	12/10/2020	31/10/2021	Mat leave cover
Bloomfield	Phil	EAL HLTA	13/07/2020	Perm	New role - department growth
Edwards	Jake	EAL LA	13/07/2020	Perm	New role - department growth
Apraku	Andrew	Head of House	01/06/2020	Perm	Replacement post
McPherson	Rhianne	Learning Assistant	08/06/2020	Perm	Replacement post
Ben Mansour	Fadhel	Learning Assistant	08/06/2020	Perm	Replacement post
Amonoo	Jamilla	Attendance and EWO	08/06/2020	Perm	Replacement post

We are currently shortlisting the following posts: LRC Coordinator; Sixth Form Support Officer; temporary teacher of Spanish.

We are about to go out to advert on: unqualified teachers of music and art; PE Coach; Head of Year.

We have the following TLR roles on offer for September: Head of Dance; Head of Drama; Head of PSHE; Head of Outdoor Education; Head of DT.

We will be recruiting in the longer term for an Assistant Vice Principal (start date TBC) and Head of MFL for January start, following a late resignation from the current Head of MFL.

Disciplinary

There are no current disciplinary cases.

There is one staff investigation currently in progress which may result in future disciplinary action.

g) Development plan update

Notes:
This is a separate agenda item in this meeting

h) Enrichment, culture, values development

Notes:
This will be covered in the SEF and SDP items in this meeting

Page 23

Additional comments from the Principal.

These will be added and circulated before the meeting and will include the following topics:

Response to George Floyd's killing

Recovery curriculum

Live lessons to years 7 to 9

Year 6 parents evening and summer school for year 6 students

Summer tuition for other students

Sixth form induction event

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Summary of Key PP Data 2019/20

SUMMARY INFORMATION			
Pupil Premium Strategy Plan	University Academy of Engineering South Bank		
CURRENT PUPIL INFORMATION [2019 - 2020]			
Total number of pupils:	683	Total pupil premium budget:	£356,235
Number of pupils eligible for pupil premium:	379	Amount of pupil premium received per child:	£935

COHORT INFORMATION FOR PP 2019 - 2020		
CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	260	67
Girls	119	33
SEN support	35	9
EHC plan	5	1.5
EAL	68	18

Assessment data

CURRENT ATTAINMENT						
	Pupils eligible for PP	Pupils not eligible for PP		Data from previous 3 years		
		School average	National average	2015-16	2016-17	2017-18
Progress 8 score average	-0.87	-0.37	0.13	N/A	N/A	N/A
Attainment 8 score average	38.07	42.74	50.3	N/A	N/A	N/A

Attendance						
	7	8	9	10	11	Average
all	94.99	93.82	93.4	94.66	92.41	93.86
pp	94.39	92.91	92.78	93.64	91.02	92.95
non pp	95.69	94.8	94.31	96.22	94.37	95.08

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?

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.

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.

There is a systemic focus on reading and oracy for all students.

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.

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.

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.

<p>Strengths....</p> <p>Our strongest features and the improving areas are....</p>	<ul style="list-style-type: none"> ● 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.

<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"> ● Improve support for students with EAL. This will need to be quality assured. ● We need to implement the Early Career Framework to support ITTs, NQTs and RQTs ● We need to review the organisation of CPD 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. ● We need 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. ● We need to 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. ● We need to 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
<p><i>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,</i></p>	

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.</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.</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.</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. ● Very few permanent exclusions for behaviour, most for the last three years have been for bringing a knife into school. ● 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.. ● Increased 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. ● Increased focus on identifying and intervening with persistent offenders from the student services team. ● Increase consistency and rigour in enforcing expectations of punctuality to lessons. ● Improve the effectiveness of interventions with repeat offending and vulnerable students to change their behaviour thus reducing the number of fixed term exclusions.

	<ul style="list-style-type: none"> ● Increase the effectiveness of re-integration strategies for students following fixed term exclusions. ● Introduce and develop the role of the Head of Year ● Increase 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
<p><i>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</i></p>	

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.</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.</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.</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.</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.</p>		

	<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.</p> <p>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.</p>
<p>Strengths....</p> <p>Our strongest features and the improving areas are....</p>	<ul style="list-style-type: none"> ● 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. ● 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 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. ● 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. ● Religious education through the KS3 RE curriculum teaches understanding of different faiths and shared cross faith values. ● 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.</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.</p> <p>The annual cycle of school improvement through the department SEF's, DIP's, department reviews and appraisal is coherent and established.</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.</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 too 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"> ● Build 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. ● Quality assure 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 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. ● 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 ● Build the structural capacity, policies and systems and acquire the devices to deliver consistently high quality blended learning throughout the school.
<p><i>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</i></p>	

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.)</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.</p> <p>Destinations for leavers are almost universally good.</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>Improve attendance monitoring and 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>	

<p>Other features</p> <p><i>Any unusual organisational features of the school. Any other issues which affect your school but which are largely outside your control.</i></p>	
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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

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 of the curriculum

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.

Better exam 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 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.

Ambition, confidence 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.

Ambition

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.

Social responsibility

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.

Confidence

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	All teachers can articulate the rationale for their curriculum clearly. (Hannah Dalton)				KS3 SOW and Overviews are complete, uptodate and on the website	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 Business to better cater for students learning styles					
Great teaching of OUR curriculum	Early career teachers framework (Annette Moses):					

	Professional learning community and the Getting Great Teaching programme (<i>Annette Moses</i>):					
	INSET programme (<i>Annette Moses</i>):					
	Develop a CPD programme for KS5 (PY)					
Better exam outcomes for our students	<p>Summative assessment and use of resulting data (<i>Jason Philipsz</i>): Introduce baseline tests for all year 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>Change the assessment model / increase drops at KS5 based on student views? (PY)</p>	<p>Baseline tests</p> <p>External Standardised testing</p>	<u>here</u>	<p>All students take baseline test in Autumn Term</p> <p>Testing regime agreed with HoDs</p>	<p>End of Year Testing for ALL years</p>	<p>Starting point for new content established</p> <p>Teachers know rate of progression towards final target</p>

	<p>Formative 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 Work Scrutiny and classroom observation programme to evidence assessment against the formative assessment map in Autumn term that was planned for Spring and Summer 2020</p>	<p>Whole school sign up to EEDI</p>	<p>Daisy Christodoulou - Making good progress?</p> <p><u>EEF Embedding Formative Assessment</u></p> <p><u>EEF Assessing and Monitoring pupil progress</u></p> <p><u>EEF</u></p>	<p>Twilight and Department INSET</p> <p>Department Review</p>	<p>Department Review follow up</p>	<p>Departments using online diagnostic testing to assess knowledge and gaps</p>

	<p>Marking and feedback to students that supports a powerful formative assessment model (??):</p> <p>I</p> <p>Marking and feedback to students that supports a powerful formative assessment model at KS5(??): Regular High Quality feed based on exam packs, modelling, PLCs for subject areas (PY)</p> <p>Moderation and standardisation in departments to reduce in-school variation (PY)</p>		<p><u>In-school variation</u></p>			
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	Metacognition and self management of learning (<i>Meirion Lewis</i>):					
	Intervention at key stage 4 (<i>Nick Moore</i>):					
	Intervention at key stage 5 (Peter Young) Narrow gaps in students by using Horsforth Quadrant to categorise A-level students classes, focus on intervention strategies that can help to support learners.	PIXL6				
	EAL provision (<i>Meirion Lewis</i>):					
	Pupil premium strategy (<i>Merion Lewis</i>):					
	Tackling the underachievement of some boys: (<i>Nick Moore</i>):					
	Increase and quality assure the effectiveness of classroom support from teaching assistants: (<i>Meirion Lewis</i>)					

	Increase and quality assure the effectiveness of extracted intervention sessions for SEND students needs to be assured: <i>(Meirion Lewis)</i>					
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BEHAVIOUR AND ATTITUDES.

Priority	Actions	Resources	Source of Evidence	January Milestone	April Milestone	End of Year Target (KPI)
Ambition, confidence 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 					

	<p>Culture of learning in the classroom (Annette Moses):</p> <ul style="list-style-type: none"> - Commitment to learning - Communication and visibility of expectations - Rewards and celebration of success 					
	<p>Improve the effectiveness of interventions with repeat offending and vulnerable students to change their behaviour thus reducing the number of fixed term exclusions. (Jason Badu):</p> <p>Increase the effectiveness of re-integration strategies for students following fixed term exclusions. (Jason Badu):</p>					
	<p>Improve sixth form behaviour across the school - Develop a culture of staff to feeling comfortable to challenge behaviour , sim 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>					

	<p>Develop PSHE programme that makes students aware of career opportunities and has a focus statutory relationship education, financial planning, health and wellbeing (PY)</p> <p>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, Salesforce and Ofcom (PY)</p>		Here			

PERSONAL DEVELOPMENT

Priority	Actions	Resources	Source of Evidence	January Milestone	April Milestone	End of Year Target (KPI)
Ambition, confidence and social responsibility	Developing the work related learning curriculum (<i>Meirion Lewis</i>):					
	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.					
	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.					

LEADERSHIP AND MANAGEMENT

Priority	Actions	Resources	Source of Evidence	January Milestone	April Milestone	End of Year Target (KPI)
Ambition, confidence 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>):					

	<p>Increase the systematic quality assurance of off site provision brokered for some students by the school. <i>(Jason Badu):</i></p>					
	<p>Communicating our achievements, ethos and culture <i>(Hannah Dalton):</i></p> <ul style="list-style-type: none"> - South Bank Express - Marketing, website and social media <p><i>(Dan Pike)</i></p> <p>Use of wall space Communication with Primaries</p>					
Great teaching of OUR curriculum	<p>Prepare the infrastructure, policies and systems and acquire the devices to allow the delivery of high quality blended learning to all students <i>(Nick Moore):</i></p>					

Assessment and Reporting

Previous Situation in September

Reporting

Page 60

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

Previous Situation in September

Assessment

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

SWOT analysis

Strengths

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

Opportunities

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

Weaknesses

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

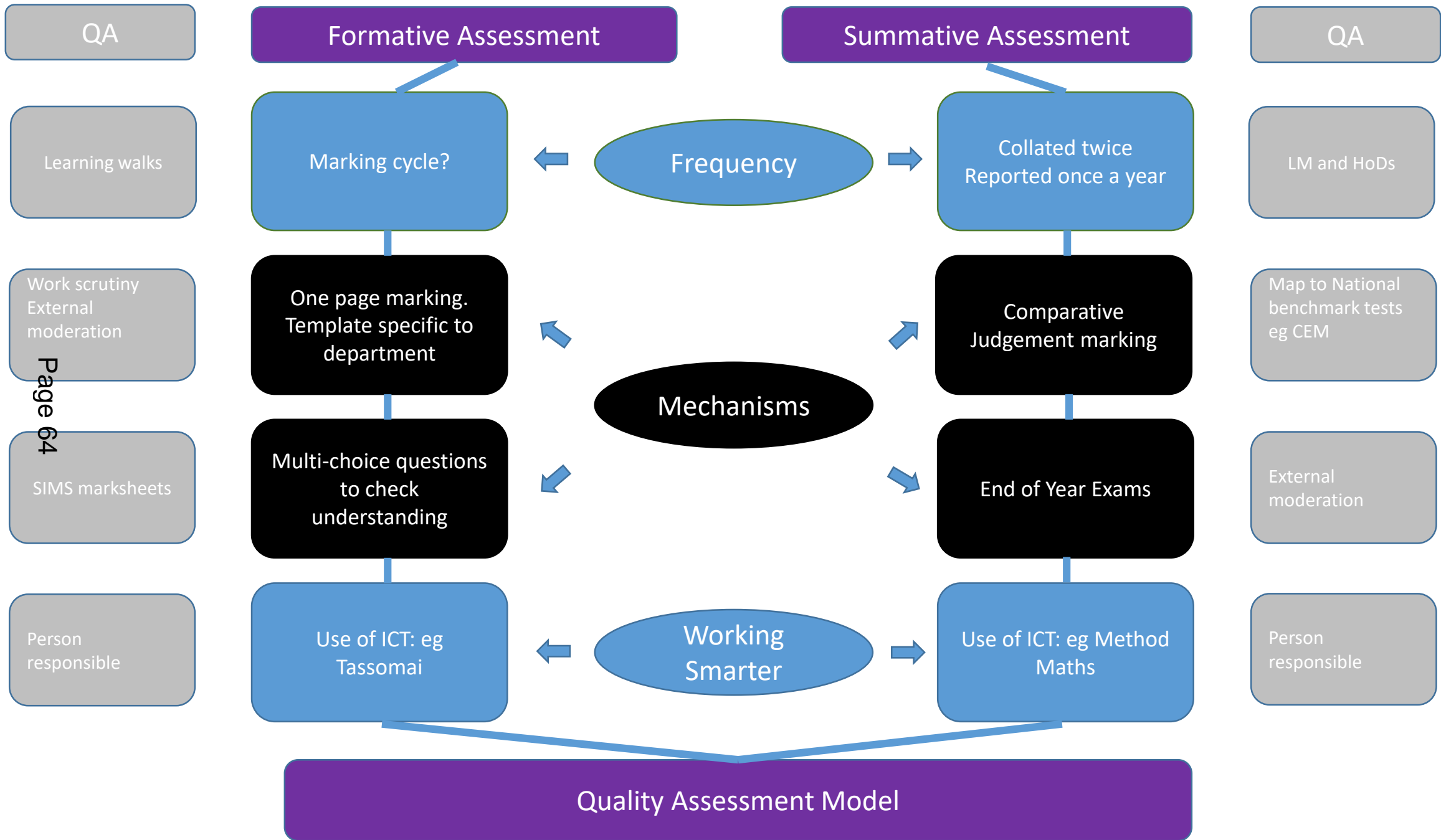
Threats

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

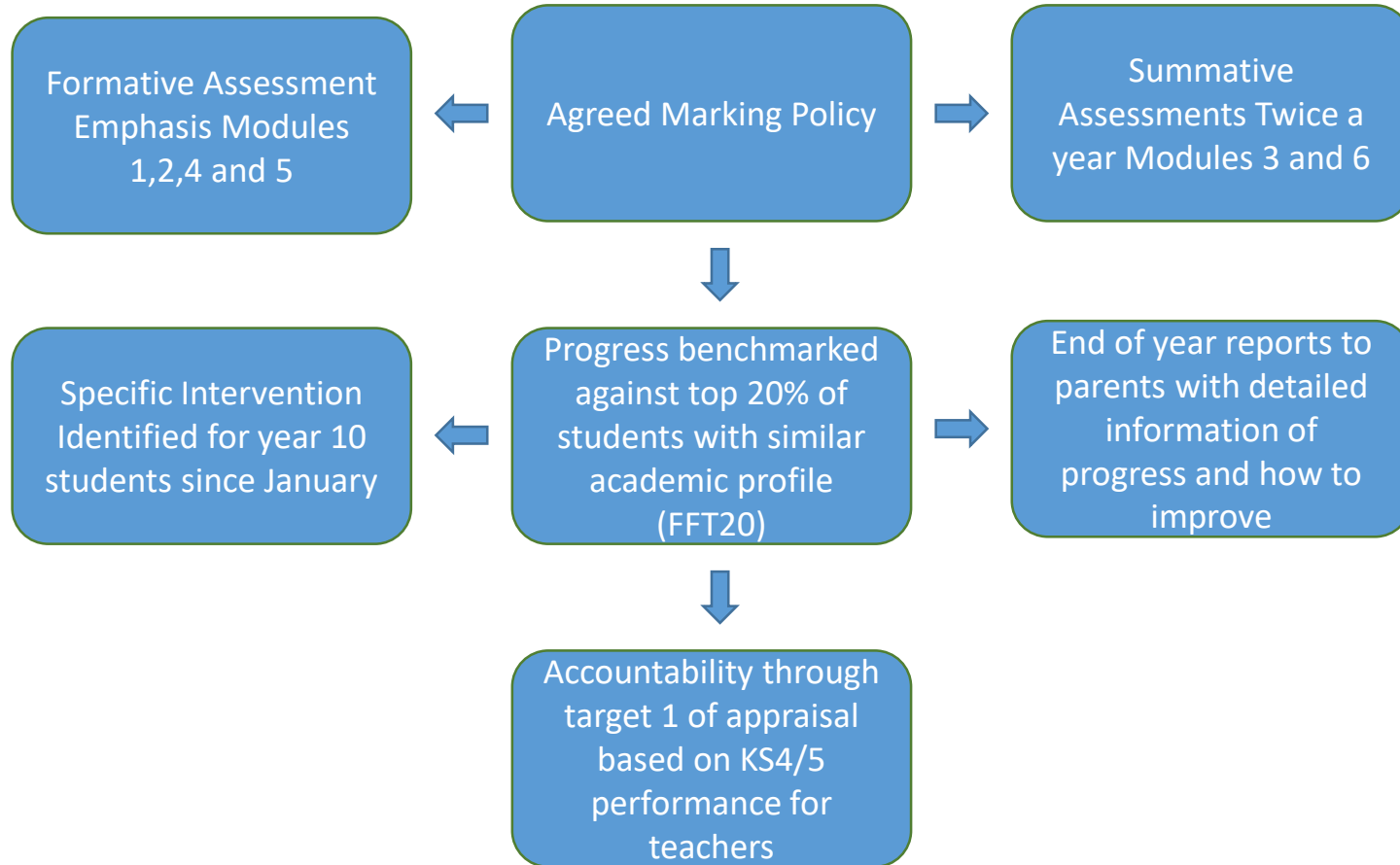
Rationale for change

Assessment

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



Quality Assessment Model



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UNIVERSITY ACADEMY OF ENGINEERING SOUTH BANK

Charging and Remissions Policy

The Academy recognises the valuable contribution that the wide range of additional activities - including trips – make to students. The Academy will make it clear when voluntary contributions for Academy activities are requested and when there is a clear necessity to charge for activities. Where contributions are voluntary, activities may be cancelled if insufficient contributions are collected.

The following charges will be applied in 2017/18.

Ingredients and materials for all Design Technology material areas	Academy cost
Academy trips and residential trips in Academy time	Charge to parent or carer
Activities outside Academy hours, where these incur a charge	Charge to parent or carer
Exam fees	Academy cost
Exam fees where a student has not attended regularly or does not complete coursework	Charge to parent or carer (not legal) Academy cost
Recovery of fees for prescribed public exam wasted without good reason (e.g. non attendance at exam)	Charge to parent or carer (not legal) Academy cost
Exam entry when there is a request from the parent or carer for the student to be entered and the Academy does not believe the entry is appropriate/necessary	Charge to parent or carer if activity is outside of the academy curriculum If part of the academy curriculum then it is an academy cost
Trips in Academy time which are a compulsory part of a publically examined subject	Contributions sought from parent or carer. Trip may not be viable if budget is not met. Academy cost

Prepared: June 2014
 Ratified date: June 2014
 Reviewed Dec 2018, Feb 2020

Materials and Textbooks	Academy cost
Acts of vandalism	The Governing Body reserve the right to recover part of, or the whole cost, of damage to buildings or equipment from the parent or carer
All PE activities during Academy time	Academy cost
Individual instrumental music tuition	Academy cost
Vocal/ Peripatetic tuition	Academy cost
Entry fees for music examinations	Academy cost
Entry fees for music examinations where the students does not attend either lessons or the exam or does not practise and prepare thoroughly once entered	Charge to parent or carer

Remissions

Where the parent or carer of a student is in receipt of qualifying state benefits, the Governing Body may consider a subsidy on the cost of board and lodging for any residential activity that is organised for the student, which takes place within Academy time and which is core to the delivery of the full National Curriculum or course being studied by that student at that time. The Governing Body may remit charges in full or in part to other parents after considering other specific hardship cases. The Governing Body invites parents or carers to apply, in the strictest confidence, for the remission of charges in part or in full. The Principal will authorise remission in consultation with the Chair of the Governing Body.

The Governing Body is under no legal duty to agree remissions and will consider each case individually. Remissions made are a goodwill payment on behalf of the Academy and do not constitute a regular practice or entitlement on behalf of other families at any point in the future.



Create your future

Such decisions will be made based upon the financial position of the Academy budget and its ability to cover such costs. Where the Academy cannot finance such requests, activities may need to be cancelled if their costs cannot reasonably be covered.

Insurance

Any additional insurance costs will be included in charges made for trips and activities.

Voluntary contributions

Nothing in this policy statement precludes the Governing Body from inviting parents or carers to make voluntary contributions. The Academy will make it clear when such contributions are voluntary and that children of parents or carers who do not contribute will not be discriminated against. In the event that insufficient contributions are received, the trip or activity may be cancelled.

Catering

The Academy has an external catering contract and will facilitate an online system to enable parents or carers to pay money into an account via their individual username and password. The system will be secure. The payments are received into the school bank account and recorded against the student account. Meals are then purchased via a card system and the meal cost deducted from the students account.

Students who receive free school meals have their accounts administered by the ~~Finance Office~~. a designated person in the reception team and they will advise parents and carers as soon as this system is operation with full details of how to use. The Vice Principal will have designated authority from the school Principal to block students accounts once they are a week in arrears and every effort has been made to ensure that parents can pay off what they owe. The Schools Finance Officer will have oversight of these processes and The Trust Business Manager will have overall responsibility for accounting for monies. ~~If there is a need for an interim system at the start of the Academy's first year, families will be advised in good time.~~

Monitoring, evaluation and review

The Governing Body will review this policy each year in the first years to assess its implications and effectiveness. The policy will be promoted and implemented throughout the Academy.