

Meeting of the South Bank Engineering UTC Learning & Teaching Committee

3.30 - 5.00 pm on Wednesday, 1 March 2017
in South Bank Engineering UTC, 56 Brixton Hill SW2 1QS

Agenda

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
1.	Welcome and apologies		IB
2.	Declarations of interest		IB
3.	Minutes of previous meeting	3 - 4	IB
4.	Matters arising	5 - 6	IB
<i>Items to discuss</i>			
5.	Principal's Learning & Teaching report <ul style="list-style-type: none">• Progression issues and actions• Consistency of learning and teaching• Inputs from employer partners• Students cultural awareness• Behaviour for learning	7 - 20	DC
<i>Items to note</i>			
6.	Development grants	Verbal Report	RB
7.	Any other business		IB

Date of next meeting
3.30 pm on Wednesday, 3 May 2017

Members: Ian Brixey (Chair), Dan Cundy, Richard Parrish, Rao Bhamidimarri, Tony Roberts and Joanne Young

In attendance: Pervena Singh

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Minutes of the meeting of the South Bank Engineering UTC Learning & Teaching Committee
held at 3.30 pm on Wednesday, 16 November 2016
South Bank Engineering UTC, 56 Brixton Hill SW2 1QS

Present

Ian Brixey (Chair)
Dan Cundy
Richard Parrish
Tony Roberts

Apologies

Rao Bhamidimarri
Joanne Young

In attendance

Pervena Singh (Clerk)

1. Welcome & Apologies

The Chair opened and welcomed the governors to the first learning and teaching committee meeting for the South Bank Engineering UTC.

The above apologies were noted.

2. Declarations of Interest

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

3. Measures of attainment and learning

The Principal presented an informative presentation on measures of attainment and learning to the committee. The presentation provided detail on attainment, curriculum, culture and target setting.

The committee discussed student's enrichment activities and languages, linking it to student's cultural awareness and cultural sensitivity. It was agreed for the topic to be included as an agenda item at the next committee meeting.

4. Prior Attainment

The committee discussed the prior attainment of year 10 and year 12, and noted the prior attainment points of disadvantaged students.

The committee noted that tracking and intervention strategies are put into place to monitor the performance of pupils to ensure they progress in line with their targets.

The committee discussed student enrichment activities and languages, and requested further discussion on the topic at a future meeting.

5. Learning Leaders

The committee discussed the learning leaders' management report, which outlined student and staff performance within each taught subject.

The committee noted the loss of two staff members at the school, an engineering teacher and part time maths teacher. The Principal noted that recruitment for the replacement engineering teacher is complete and the replacement is due to start in January 2017. The committee noted the work load from the part time maths role has been equally distributed between the teachers. The Principal assured the committee that staff are happy with the arrangement.

6. Employer Partner Inputs

The committee noted the employer partner inputs since the opening of the UTC, and was pleased with the benefits achieved from these inputs.

7. Learning & Teaching terms of reference

The committee noted the learning and teaching terms of reference, which had been approved by the LGB, and were in line with the Scheme of Delegation.

8. Any Other Business

The committee discussed the use of a SEN staff coordinator from Trinity Academy for half a day per week, to support students with special educational needs.

**Date of next meeting
3.30 pm, on Wednesday, 1 March 2017**

Confirmed as a true record

..... (Chair)

**SOUTH BANK ENGINEERING UTC LEARNING & TEACHING COMMITTEE - WEDNESDAY, 16
NOVEMBER 2016
ACTION SHEET**

Agenda No	Agenda/Decision Item	Action	Date	Officer	Action Status
3.	Measures of attainment and learning	Cultural awareness and sensitivity amongst students to be included as an agenda item for the next meeting.	1 Mar 2017	Dan Cundy	Completed – Included on agenda 1/3/17
4.	Prior Attainment	Student enrichment activities and languages to be a topic at a future meeting.	1 Mar 2017	Dan Cundy	Verbal update to be provided at the 1/3/17 meeting

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	CONFIDENTIAL
Paper title:	Principal's learning and teaching report
Board/Committee:	UTC Learning and Teaching Committee
Date of meeting:	1 March 2017
Author:	Dan Cundy
Purpose:	Discussion
Recommendation:	The committee is requested to note the information below.

Executive Summary

Since the previous L&T meeting in November, the UTC has considerably more data on which to base judgements on the quality of learning and teaching. With some exceptions, student performance data is strong, with students making good progress in all cohorts, subjects and teaching groups. This is very positive given the wide range of starting points of UTC students and the diversity of their prior educational experience. The progress being made by students has been driven by good teaching; an appropriate curriculum; resourcing as good as it can be within the constraints of temporary accommodation; strong systems of support and pastoral care and a very clear, strong and positive vision and ethos well-understood by the UTC community.

Principal's learning and teaching report to governors.

Student performance data – issues and actions

Each half term internal data is collected on student performance, based on regular, rigorous assessment against exam board specifications. At the end of each term, additional data is collected on effort and employability which is communicated to parents. In addition, the UTC has held its first of two annual parents' evenings in order to give personalised feedback.

The latest set of performance data was gathered at the end of Spring term 1 in mid-February and has been analysed. Headlines are below presented by year group.

Year 10.

The UTC has two classes in Year 10, both mixed ability and both following a fixed curriculum with no optional subjects. Minimum Expected targets have been set for the end of the two-year GCSE and BTEC course cycle based on Key Stage 2 data: although this is outdated information it forms the basis for the UTC's main accountability measures of Attainment 8 and Progress 8. These targets are mapped backwards so that there are termly targets from the start of Year 10.

All UTC targets build in an expectation that all students make good levels of progress from Key Stage 2 to the end of Key Stage 4. As with all UTCs, a challenge is that we have only direct influence over the students for the final two years of their journey from KS2-4, and many students have joined the UTC as a consequence of failing to thrive in predecessor schools. Thus it is likely that the first term of Year 10 will reveal underachievement requiring rapid intervention in order to accelerate progress to secure targets.

In addition to attainment targets for all subjects, based on the GCSE 9-1 scale and driven by expectations of progress, a further set of targets is based around the proportion of students achieving grade 5+. This target is needed as the UTC's sixth form comprised level 3 courses for which grade 5 is the usual minimum entry grade. It is important that all UTC students are given support to progress through to Year 12 by reaching attainment thresholds.

End of course targets (Summer 2018) are as follows:

Year 10 - 2018	Min target	Stretch target
Attainment 8 overall average	52.97	62.9
Progress 8 overall average	0.1	0.3
English average grade	5.33	6.33
English 5+ %	89	100
Maths average grade	5.28	6.28
Maths 5+ %	89	97
Science average grade	5.28	6.28
Science 5+ %	89	97
Computing ave grade	5.3	6.3
Computing 5+ %	91	100
Engineering ave grade	5.28	6.28
Engineering Pass+ % (reported as Grades 1-4)	100	100
Engineering Merit+ % (Grades 5-6)	47	61
Engineering Distinction+ % (Grades 7-9)	11	28

Spring 1 data collection comprises staff entering Professional Prediction grades: these are designed to reflect professional judgement of what grade each student is most likely to achieve based on current performance, previous assessment data and progress over time.

Year 10 - 2018	Min target	Stretch target	Spring 1 2017 professional prediction	Difference to target
Attainment 8 overall average	52.97	62.9	54.44	1.47
Progress 8 overall average	0.1	0.3		
English average grade	5.33	6.33	5.05	-0.28
English 5+ %	89	100	85%	-4%
Maths average grade	5.28	6.28	5.52	0.24
Maths 5+ %	89	97	82%	-7%

Science average grade	5.28	6.28	5.75	0.47
Science 5+ %	89	97	68%	-21%
Computing ave grade	5.3	6.3	5.87	0.37
Computing 5+ %	91	100	89%	-2%
Engineering ave grade	5.28	6.28	4.9	-0.38
Engineering Pass+ % (reported as Grades 1-4)	100	100	100%	0
Engineering Merit+ % (Grades 5-6)	47	61	65%	18%
Engineering Distinction+ % (Grades 7-9)	11	28	15%	4%

Headline data is encouraging: Attainment 8 score is predicted at 54.44 against a minimum expected target of 52.97. This represents an average grade of 5.44.

By subject, there are areas of strong performance

- Maths, science and computer science predictions are above target overall
- Performance in engineering is strong with all students predicted to pass, and two thirds predicted at least a Merit grade
- In absolute terms English performance is strong given the technical learning style of UTC students

There are also areas of development requiring further scrutiny

- The proportion of students predicted grade 5+ in science is well below target
- Other than engineering, no subject is currently predicted to meet its targets at grade 5+

The curriculum for Key Stage 4 is designed to accelerate progress: students receive six hours of teaching in core subjects per week and benefit from small class sizes, good teaching and additional support and intervention where required. Students with SEN are given targeted support through the UTC's SENDCO along with teaching, support and pastoral staff.

Year 12.

There are two course pathways in Year 12: Technical and Academic. Technical students follow a BTEC Level 3 engineering Extended Diploma in addition to a level 3 maths qualification. Academic students follow a BTEC level 3 engineering Subsidiary Diploma in addition to maths and one or two additional A levels from Computing, Physics, Chemistry or Biology.

'Minimum Expected' targets for Year 12 have been generated using ALPS from GCSE outcome data, with the UTC adding additional Stretch targets.

Targets set for Summer 2018 are as follows:

Year 12 - 2018	Min target	Stretch target
Maths A A*-E %	100	100
Maths A A*-C	58	100
Maths A A*-A	0	4
Chemistry A A*-E	100	100
Chemistry A A*-C	71	100
Chemistry A A*-A	0	14
Biology A A*-E	100	100
Biology A A*-C	67	100
Biology A A*-A	0	33
Physics A A*-E	100	100
Physics A A*-C	57	100
Physics A A*-A	0	0
Computing A A*-E	100	100
Computing A A*-C	50	100
Computing A A*-A	0	0
Engineering Sub Dip PPP+	100	100
Engineering Sub Dip MMM+	100	100
Engineering Sub Dip DDD+	23	78
Engineering Ext Dip P+	100	100
Engineering Ext Dip M+	100	100
Engineering Ext Dip D+	95	100

The UTC has produced a backwards-mapped flight plan which indicates target grades at termly milestones throughout the two-year programme. Two sets of internal assessment data are available as presented below:

	Autumn 2016 target	Autumn 2016 attainment	Autumn 2016 difference to target	Spring 2017 target	Spring 1 2017 attainment	Spring 1 2017 difference to target
Maths A A*-E %	100%	100%	0%	100%	100%	0
Maths A A*-C	4	26	22%	4	65	61
Maths A A*-A	0	4	4%	0	19	19
Chemistry A A*-E	100	100	0%	100	100	0
Chemistry A A*-C	14	29	15%	14	75	61
Chemistry A A*-A	0	0	0%	0	17	17
Biology A A*-E	100	100	0%	100	100	0
Biology A A*-C	33	100	67%	33	100	67
Biology A A*-A	0	33	33%	0	100	100
Physics A A*-E	100	57	-43%	100	43	-57
Physics A A*-C	0	21	21%	0	0	0
Physics A A*-A	0	0	0%	0	0	0
Computing A A*-E	100	100	0%	100	100	0
Computing A A*-C	0	31	31%	0	46	46
Computing A A*-A	0	15	15%	0	15	15
Engineering Ext Dip PPP+	100	100	0	100	100	0
Engineering Ext Dip MMM+	25	28	3	25	38	13
Engineering Ext Dip DDD+	0	3	3	0	18	18
Engineering Sub Dip P+	100	100	0	100	59	-41
Engineering Sub Dip M+	86	32	-54	86	23	-63
Engineering Sub Dip D+	0	18	18	0	5	5

Note that the two sets of data are derived from formal assessments – examination papers. This ensures reliability in terms of data quality, but does introduce the potential for inconsistency as students may perform strongly in one exam for example.

By subject, areas of high performance include

- A level maths, with the proportion of students achieving A-C grades is well above flight plan targets
- Biology, with all students achieving A grades
- Chemistry, with the proportion of A-C grades and above well above target
- Computer science, with the proportion of A-C grades and above well above target
- Engineering Extended Diploma above target at Pass, Merit and Distinction

Areas of concern include

- Physics current performance is well below target
- Engineering Subsidiary Diploma is well below target at Pass and Merit grades

Underperformance in physics was expected: unable to recruit a specialist physics teacher, we have relied on non-specialists through the Autumn term. Since Christmas the subject has been taught by the maths team, both able to teach the physics maths units. The improvement of teaching since Christmas is expected to feed into Spring 2 assessment data, but close monitoring and intervention is in place to support rapid progress. Engineering Sub Dip low grades reflects poor performance in a recent assessment: the course followed is the new BTEC framework which is heavily-skewed to one examination with a high degree of challenge and high pass mark. This course is followed by our Academic route students who are also studying two or three additional A levels, so have little independent study time. The UTC has responded by transferring the course to the older BTEC framework which has more units but is 100% coursework-based. All work completed will count to the old course, and the engineering team anticipate a rapid increase in assessed performance.

Communication

Feedback is shared with all students after each assessment cycle. All students are aware of their current performance grade in all subjects along with their targets and routes to progress. A termly report is shared with parents and carers. Parents' evenings took place in October, with a second evening in June (Year 12) and July (Year 10), punctuated by an Academic Coaching day in March, mid-way through the year.

Intervention

Assessment data is collated centrally through SchoolBase, the UTC's Management Information System. This data is imported into a spreadsheet for analysis centrally. After every data collection, performance data is shared with staff and an intervention cycle put in place. Most recently for example, Autumn 2

performance data analysis was presented at a whole-staff CPD session, with data visualisation techniques used to aid understanding. All subject teachers were given clear information on students below flight plan targets on an Intervention sheet. Staff were given a short cycle during the Spring 1 half term to implement targeted intervention plans, adding onto intervention sheets the action taken, impact and evidence.

Surname	ChosenName	Planning of coup	of y10 baseline expected	Aut target	Aut target integer	assessment grade	Rel to target	Effort grade	Intervention input	Hom?	Outcome	Evidence
Mulroe	Steven	B	4+	5-	5		-2	3	Student's behaviour is impeding his learning. I am working with the pastoral leader and SENCO to ensure the student's improves his behaviour in class. Lesson powerpoint will be emailed to him after every lesson. Student will be advised to open powerpoint and use it to revise. Science revision guide has been ordered for the student. Student will be given all the topics we will be doing this term so that it will guide him during his independent studies at home.	FAF	Student returned to lessons today after a period of pastoral support. His behaviour has well improved. He shows a positive attitude in lessons and he concentrate on his task.	Student got outstanding on his behaviour monitoring report in today's lesson.
Roachford	Carlos	A	3+	4-	4		-2	2	Lesson powerpoint will be emailed to him after every lesson. Student will be advised to open powerpoint and use it to revise. Science revision guide has been ordered for the student. Student will be given all the topics we will be doing this term so that he can use for his personal studies at home.	FAF	Student sometimes focus in lessons and his effort has also improved to some degree even though more work still needs to be done on his behaviour in lessons. He has exceeded his physics target and he is just one target below his biology target.	Physics and biology assessment grades. Relatively more work being done in lessons compared to last term.

The impact of intervention can be evidenced in progress from Autumn 2 to Spring 1 data.

Actions

1. Ensure that relative underperformance of some subjects (including A level Physics) is addressed through management action – re-allocation of staff; close monitoring of assessment data; regular learning walk scrutiny; CPD; additional resources or teaching strategies
2. Introduce second Intervention programme centred on students one or more grades below target. Collation of evidence of impact
3. Targeted work in support of groups currently or at risk of underperforming: for example girls group; motivational course for BME boys through Lambeth Careers Cluster.

Quality of teaching and learning

The quality of teaching and learning is triangulated from a variety of sources. These include observation through informal learning walks; short, unannounced 'snapshot' observations and formal, arranged 'developmental' observations. To date with our current staff we have conducted 18 formal lesson observations in addition to numerous learning walks. Individual lessons are not formally graded: teachers are given formal written and verbal feedback with routes to improvement discussed and agreed. Lesson feedback is linked to the Teachers' Standards to assist staff in evidencing that they habitually meet all standards, even if on a pathway to qualification.

Strengths and areas for development in observed lessons are captured and recorded, and used to inform the whole-staff CPD programme which is led by the Vice Principal. For example one identified area of development across multiple lessons was the ability to exemplify and develop cross-curricular themes including literacy, numeracy and SMSC. This has been addressed through targeted CPD on literacy to give all staff the confidence and skillset to develop students' literacy through the teaching of all subjects, focusing initially on sentence construction.

For management purposes, lessons are privately graded in order to build a picture of the quality of teaching and learning. To date, with our current staff, grades are as follows, with

- 4 Inadequate
- 3 Requires Improvement
- 2 Good
- 1 Outstanding

David Bell	1.0
Marvin Beckford	2.5
Ruth Vandenhautte	1.0
Francis Affram	2.3
Subroto De	1.5
Lettie Tang	2.5
Mark Martin	2.0
Kam Bains	1.0
Andrew Errington	2.0
Sylvanus Wormenor	2.0

All the UTC's teaching staff have been observed teaching lessons at least Good. Of those with a rolling average of below Good overall, Lettie and Shane are both on pathways to qualification and are undergoing training and development with both showing strong progress; Francis was observed teaching outside his specialism for one of his three observations and was Grade 3 in this.

The overall UTC rolling average is 1.78 – above Good.

CPD is closely targeted to need both collectively and individually. Structured weekly line management gives all staff opportunities for focused support and management; all staff are supported so that barriers to outstanding teaching are removed as far as possible. Three staff are on a pathway into qualification and are supported directly by the Principal through a Beginner Teacher group meeting weekly with a focus on research-driven development and peer-to-peer support.

The UTC has arranged for collaborative links with City Heights to cross-moderate English, maths and science assessments. This has been fruitful and confidence-building for key staff operating in small departments with new exam specifications. The UTC will also benefit from the UTC Support Grant for which we have bid successfully with Dunraven School, the closest Teaching School to the UTC and Outstanding in all Ofsted categories. Part of the support package will be to support T&L through further subject-based collaborations but also through support with marking and assessment, departmental reviews and strategies to support students with SEN.

Teaching facilities and equipment

Temporary accommodation is broadly suitable for delivering the full UTC curriculum. All students have had experience of hands-on work in engineering. All science students have been able to undertake practical science. All students have daily use of UTC laptops which are fit for purpose. Networking, connectivity and software issues are rare. Some staff make innovative use of cloud-based resources, software and apps to enhance learning. Judicious investment in resources has been made, for example in building a library of text and reading books, and in software to extend the UTC's capability to deliver computer science, engineering, science, maths and enrichment.

UTC staff are keenly anticipating the delivery of new buildings and facilities. A detailed 'wish list' of resources and equipment has been itemised and costed for discussion at trust level.

Inputs from employer partners

Since the previous L&T meeting, the following partnership inputs have taken place:

- King's College NHS Trust Wheelchair Challenge – Year 10
- Skanska / Great Ormond Street Hospital 'Ward of the Future' challenge – Year 12

- Guy's & St Thomas' Plant Room challenge – Year 12
- Bamboo bicycle club projects – Years 10 and 12
- Skanska Expert Witness sessions – apprenticeships Vs university for all Year 12 students
- Support from LSBU with Girls into STEM event
- Google Classroom virtual reality experience for all students
- US Embassy visit to discuss international links
- Al-Jazeera cyber-security workshop for all computer science students in Years 10 and 12

The engagements listed above have taken place at various scales. The first four projects for example have been large scale, involving entire cohorts of students over a number of weeks, with the end product meaningful and substantial. In addition to all the partnership engagements which have already taken place, there are a large number of further engagements already planned into the calendar, or in discussion to be added in the future. For example a Skanska meeting to discuss HS2 project links, a link with UK Power Networks, discussions around ongoing support and input from LSBU and other organisations including Practical Action, Natural History Museum, St Paul's School, Squire and Partners and others.

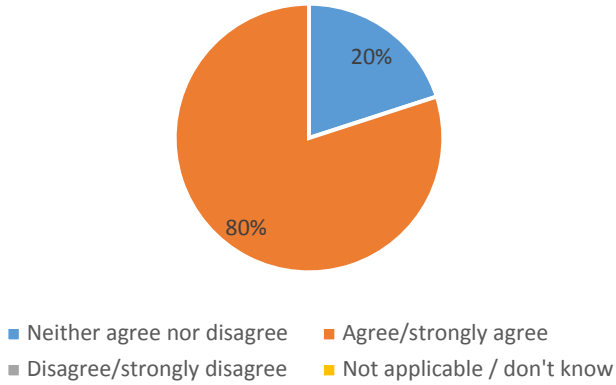
We are acutely aware of the actual and perceived benefits of the UTC's partnerships and project-based learning. Projects and engagements are widely shared and celebrated through communications including newsletters and social media, as well as in engagements with potential future applicants. Employer and partner engagements are a primary lever with which the UTC is able to add value to the traditional school offer.

Students' cultural awareness

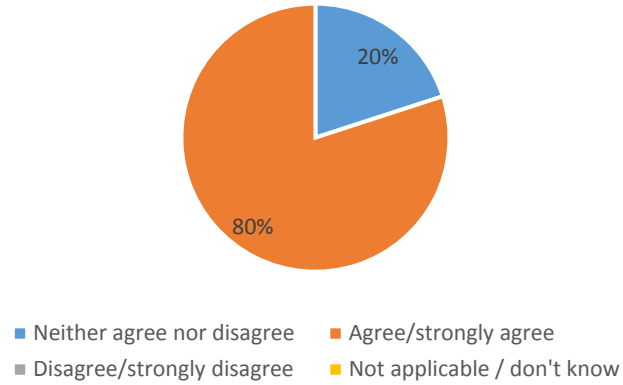
The UTC is fortunate to serve a diverse group of students, all of whom bring their own cultural backgrounds and experiences. A major focus of the UTC lies in its drive to develop young people with high levels of employability, which presupposes high levels of cultural sensitivity and awareness. To this end, there are UTC-wide strategies in place. For example, the pastoral programme is centrally planned and consistently delivered and includes weekly reflection and discussion segments where students are able to challenge their own thinking and develop positive debating and critical thinking skills in a safe and constructive environment. Strong pastoral care systems operate through coaches and pastoral managers to give targeted support and development with individual students and groups as required.

To date the UTC has no recorded incidents related to faith and no recorded incidents relating to sexual orientation. Incidents of racism have been very rare and isolated to one student. Incidents of sexism are rare and isolated to one student. Students, staff and parents comment on the harmonious and professional working atmosphere at the UTC. A student survey conducted recently of both students and parents generated findings as below:

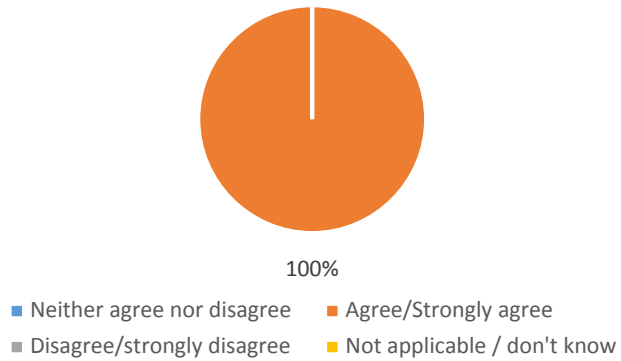
10. I feel safe at the UTC



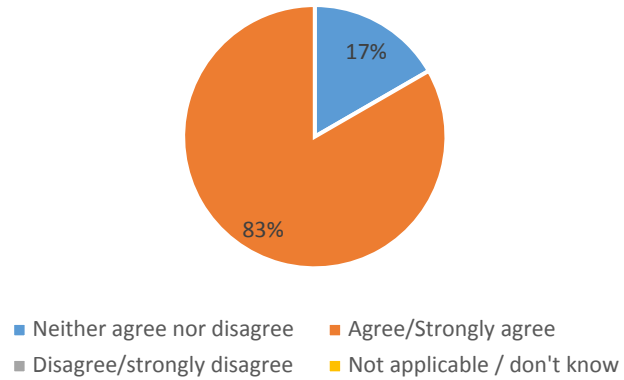
12. I am happy at the UTC



10. My child feels safe at the UTC



12. My child is happy at the UTC



Behaviour for learning

A major focus at the UTC is to operate as a professional environment. This involves creating a climate for learning which is predisposed on student self-management and a shared set of goals and values, clearly and consistently articulated. The aim is to enable students to develop their independence in order to be better prepared for the demands of the workplace and higher education. The UTC operates a set of professional expectations as opposed to traditional school rules and a high level of control.

In practice, this works well. In Year 12, lessons and independent study are typified by high levels of engagement, commitment, motivation, collaboration and professionalism. Behaviour for learning is very good. Where intrinsic motivation or levels of maturity are lower for some individual students this is addressed by the teaching and pastoral teams.

For some of the Year 10 cohort, the more adult expectations and demands for maturity and self-management have provided a very sharp transition to their previous schools. As a consequence, staff and the pastoral team have been required to take a more structured approach with Year 10, focusing on clear expectations, the recognition and celebration of success, firm boundaries and consequences for students failing to meet expectations. Behaviour for learning is typically good and is often exemplary, but some individual students have required intervention, management and sanctions.

Exclusion (referred to as 'suspension' at the UTC) takes three potential forms:

- Internal: student is isolated with the pastoral team in the UTC for a fixed period, usually of 1-2 days. For serious or repeated incidents. These are not recorded formally as exclusions, and are designed to give the UTC the option to operate high-level sanctions short of exclusion.
- Fixed-term: student is removed from the UTC and remains at home for a fixed period of usually 1-5 days. For serious or repeated incidents.
- Permanent: student is removed from the UTC roll. For very serious or repeated serious incidents.

To date, unlike many UTCs in their first year, the number of exclusions has been low. There have been no permanent exclusions. Fixed term exclusions are as follows:

Year 10 boy – three days total for two incidents including use of racist language

Year 10 girl – five days total for two incidents involving defiance and H&S issues. Has since been removed from roll at parental request.

Year 10 boy – one day for one incident involving inappropriate conduct

Exclusions: no permanent; fixed term

So 5 exclusions across three students; 9 days in total. Given the small dataset, it is not yet appropriate to conduct analysis by group to determine if particular genders, abilities or ethnicities are excluded disproportionately.

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