Meeting of the South Bank Engineering UTC School Advisory Board

4.00 pm on Wednesday, 5 February 2020
in South Bank Engineering UTC, 56 Brixton Hill SW2 1QS

Agenda

Date of next meeting
4.00 pm on Wednesday, 18 March 2020

Members: Lesley Morrison (Chair), Ed Arthur, Beau Fadahunsi, Austin Sheppard, Tony Roberts and Joanne Young

Apologies: Ian Brixey

In attendance: Kam Bains and Alexander Enibe

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**Minutes of the meeting of the South Bank Engineering UTC School Advisory Board
held at 4.00 pm on Wednesday, 13 November 2019
South Bank Engineering UTC, 56 Brixton Hill SW2 1QS**

Present
Lesley Morrison (Chair)
Ed Arthur
Ian Brixey (Vice-Chair)
Austin Sheppard
Joanne Young

Apologies
Beau Fadahunsi
Tony Roberts

In attendance
Helena Abrahams
Kam Bains
Alexander Enibe
Om Parkash

1. **Welcome and apologies**

    The Chair welcomed the governors to the meeting, including Helena Abrahams (Trust Business Manager), as this was her first SAB meeting since her appointment, and Om Parkash (Trust Finance Manager).

    The above apologies were noted.

2. **Declarations of interest**

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

3. **Minutes of previous meeting**

    The SAB approved the minutes of the previous meeting held on Wednesday, 25 September 2019, subject to some amendments.

4. **Matters arising**

    The SAB noted the actions arising from the previous meeting.

    The Principal confirmed that he would be visiting two schools next week to look at the successful models they are using.

    The SAB noted that the data on GCSEs has been circulated.

The Principal confirmed that the careers event will not go ahead in November 2019 as previously planned, but that there is a plan to do one later in the academic year. The Principal also confirmed that there is a plan to expose the students to the event coming up at the UAE. The SAB requested the Principal to give industry participants they wish to invite enough notice as soon as the date is fixed.

The employer link governor confirmed that the schedule of employer engagement had still not been provided and requested that this should be sent as soon as after this meeting. The SAB is of the opinion that this schedule could provide the evidence that industry engagement is properly integrated at the UTC.

The SAB noted that there is an ongoing Group wide risk management review, which includes SBA. The Business Manager would pick up the comments made by a governor and provide an update at a future meeting.

5.   **16-19 programme on how UTC values, mission and vision are working**

Rob Harding joined the meeting.

The SAB noted the 16 – 19 programme presentation.

RH confirmed that there was no structure in place so they are just developing one.

RH confirmed that they are working with a company called Skills Build Up to work on the students' skills.

The SAB noted the "board" used to analyse and monitor the Year 12 students on the different skills, which they have identified by themselves they want to develop.

RH confirmed that the plan is not only to help the students do well with their qualifications, but also their CVs and placements in order to enable them get jobs when they leave the UTC.

A governor asked RH if he has noticed any changes. RH confirmed that the students are working and they have just built something, which has won them an award from Lambeth Council.

A governor asked RH is there is a way to measure the impact so as to have a clear picture of what impact it is having on the students. RH confirmed that they have a way of measuring impact and they also relying on feedbacks from the students. RH also confirmed that there is a performance management forms that are completed.

A governor asked if this programme is available to all Year 12. RH confirmed that this is not available to all Year 12 students but they are working to get some help to host this programme.

Rob Harding left the meeting.

6.   **Completed School improvement plan (2019/20) and SEF 2019/20)**

The SAB agreed to defer the School Improvement Plan (2019/20) and SEF (2019/20) to the next meeting.

The Chair asked the SAB to read the school improvement plan and self-evaluation form and prepare for the next meeting.

7.   **Ken Cornforth's letter**

The SAB discussed Ken's letter (Baker Dearing Educational Trust) dated 3 October 2019.

The Principal confirmed that he has provided responses to the issues identified in the letter.

The Principal confirmed that Ken will be visiting the UTC on 14 November 2019 and he will be accompanying the Principal to visit some outstanding UTC schools.

The Principal assured the SAB that Ken's second visit on 14 November 2019 would be positive because the issues Ken identified have been rectified.

A governor asked what sort of relationship UTCs have with Baker Dearing Trust. The Principal confirmed that UTC schools are a priority as far as Baker Dearing Trust is concerned, hence the reason why they have to work closely with them.

The SAB requested the Principal to write to the UTC employer sponsors (Skanska and NHS) to request that they provide sponsorship logos to put up at the entrance of the UTC.

8.   **Quality of Teaching, Learning and Assessment update**

The SAB noted the Quality of Teaching, Learning and Assessment update.

Teaching and Learning

The SAB noted that there were 33 learning walks conducted this term by the SLT.

The Vice Principal confirmed the various actions that came from these learning walks below:

- training on marking and feedback has occurred for all staff through the CPD programme
- training on a knowledge based curriculum took place
- updates on findings are sent to staff on the day of the learning walk

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- concerns are raised with staff and line managers to address

The Vice Principal also confirmed further actions from the learning walks:

- learning walks to be spread over other times in the day
- distribution of LWs amongst SLT to be reviewed.
- CPD to continue to respond to the needs identified
- involving lead teachers in the learning walks

Departmental Reviews

The Vice Principal explained to the SAB the new method of quality assurance that has been adopted, which was rolled out in the first half term.

The SAB noted that all departments and subjects were reviewed from 8th October to 7th November 2019. The Vice Principal confirmed that the following activities were covered in the reviews: pre-meeting, a series of lesson observations, a book review, a series of pupil interviews and post review meeting.

A governor asked whether the staff are involved in the learning walks, and the Vice Principal confirmed that staff are involved in the learning walks and not only the SLT.

In response to a question, the Vice Principal confirmed that they will get a clearer picture of where they are after the mock exams.

A governor suggested to the Vice Principal to also include areas of concern and actions put in place to mitigate them in the document.

A governor asked the Principal where they are experiencing challenges in terms of teaching from staff leaving their positions.

The Principal confirmed that they have not had a lot of resignations, and when they get resignations, they have plans in place to bring in good replacement. The Principal also confirmed that the Trust has approved additional 0.75% on top of the 2% national pay award, which was previously announced by the Executive Principal, and thinks that this would give the staff a morale boost, help staff retention and recruitment.

9. **Management account Period 1 2019-20 and August 18/19 Forecast of Outturn Position**

The SAB noted the management accounts period 1 2019/20 and August 18/19 forecast of outturn position.

In response to a question, the Finance Manager confirmed that the format of the financial information presented at the meeting will now be used from now onwards for consistency.

In response to a question on the role of the SAB in financial matters, the Clerk confirmed that financial matters are not within the remit of the SAB, in line with the SBA scheme of delegation. The financial information is for noting.

10. **UTC attendance report**

The SAB noted the UTC attendance report.

The SAB noted that an attendance officer is now in place and is providing for the completion and recording of registers, issuing of letters, first day calls and holding teachers to account for statutory duties.

The SAB noted that the issues with swipe card system is being resolved.

11. **Site (Building) development update**

The SAB noted the Site (building) development verbal update.

The Principal confirmed that the gym equipment has been installed and the gym is now up and running, library finished but more books are needed.

The Principal offered to take the governors around the premises to see the development that have taken place.

12. **Year 10 data update and 'Durrand Effect' update**

The SAB agreed to defer this item to the next meeting.

13. **SEND update**

The SAB agreed to defer this item to the next meeting.

14. **Staff recruitment**

The SAB noted the staff recruitment verbal update.

The Principal confirmed that Director of Maths and Computer Science has been recruited and is due to start in January 2020.

The Principal confirmed that Director of Health would be recruited in September 2020 but an internal candidate is currently covering that position.

The Principal confirmed that a Site Supervisor has been recruited and he has been a good addition. The Principal said that this has freed up staff time and resolved already many of the site problems that had been outstanding.

15. **Review of UTC Staff survey**

The SAB noted the UTC staff survey.

The Principal confirmed that the UTC staff performed better in the Group survey compared to the other staff within the Group.

16. **SBA 2019/20 Budget & Financial Forecast 2019/20 to 2022/23**

The SAB noted the SBA 2019/20 Budget and Financial Forecast 2019/20 to 2022/23 that was approved by the SBA board on 19 July 2019.

17. **Register of interests**

The SAB noted the Register of interests 2019/20.

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Date of next meeting
4.00 pm, on Wednesday, 5 February 2020

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Confirmed as a true record

.... (Chair)

SOUTH BANK ENGINEERING UTC SCHOOL ADVISORY BOARD - WEDNESDAY, 13 NOVEMBER 2019

ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
4.	Matters arising	The Principal to visit two schools to look at the successful models they are using.		Austin Sheppard	To do
		The Careers event to be held later in the academic year.		Austin Sheppard	To do
		The SAB requested the Business Manager to update the UTC risk register.		Helena Abrahams	To do

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
6.	Completed School improvement plan (2019/20) and SEF 2019/20)	The SAB agreed to defer the School Improvement Plan (2019/20) and SEF (2019/20) to the next meeting on 5 February 2020.	5 February 2020	Austin Sheppard	on agenda
		The SAB to read the school development plan and self-evaluation form and prepare for the next meeting on 5 February 2020.	5 February 2020	SAB Governors	To do
7.	Ken Cornforth's letter	The SAB requested the Principal to write to the UTC employer sponsors to request them to provide advertising boards at the UTC		Austin Sheppard	To do
12.	Year 10 data update and 'Durrand' Effect update	The SAB agreed to defer this item to the next meeting on 5 February 2020	5 February 2020	Austin Sheppard	To do
13.	SEND update	The SAB agreed to defer this item to the next meeting on 5 February 2020	5 February 2020	Austin Sheppard	To do

SOUTH BANK ACADEMIES
A Multi-Academy Trust

Principal's Report

a) **Quality of Teaching and Learning**

Learning Walks

	Sept to Oct	Nov to Jan
Number of Learning Walks	33	37
Periods 1 and 2	24	25
Periods 3 and 4	0	6
Periods 5 to 7	7	6

A standard set of questions and format are used in each walk.

	Sept to Oct	Nov to Jan
All pupils were clear about lesson objectives	28	32
Technology was used as a teaching or learning tool	26	34
There was no evidence of feedback to pupils	3	1
All pupils were able to discuss and comment on feedback given to them	25	30
All pupils were on task and engaged during the observation	26	30
All pupils were following the code of conduct	28	33

Actions

- Training on live feedback and pupil response to feedback has occurred.
- Updates on findings are sent to staff on the day of the LW.
- Concerns are raised with staff and line managers to address.

Further actions
- Learning walks to be spread over other times in the day
- CPD to continue to respond to the needs identified

Timetabling

Timetable changes occurred in January 2020 to increase the amount of workshop time for year 12 engineering pupils. The reintroduction of academic period 7 lessons started in January adding capacity for GCSE teaching and revision in the core subjects.

Department Reviews

The UTC quality assurance system is now in its second this term. All departments and subjects were reviewed from 8th October to 7th November 2019 by the SLT line manager and lead teacher in term one. The second iteration of the cycle has begun and show in the table below. This involves the following activities: a pre meeting, a series of lesson observations, a book review, a series of pupil interviews and post review meeting. A report was then prepared to summarise the findings and an action plan then produced. This term a detailed improvement plan will be prepared by lead teachers in response to the findings.

The first term's reviews were completed and a second cycle has now begun

	Term 1	Term 2
Maths	Oct 2019	Jan 2020
English	Oct 2019	Feb 2020
Science	Oct 2019	Feb 2020
Engineering	Oct 2019	Feb 2020
Computing	Nov 2019	Feb 2020
Business Studies	Nov 2019	March 2020

Business Studies Nov 2019
- Strong teaching observed in the lesson
- Pupils are very positive about the subject
- High levels of feedback and engagement via pupil response to feedback
- Strong use of knowledge organisers

Computer Studies 2019
- Well planned and taught lessons were observed

- Pupil voice is positive about the teaching and feedback given. Pupils finding the course difficult were well supported
- Marking and feedback is present in work, but now needs greater pupil response.
- Thoughtful and strategic leadership is shown in the action plan.

Maths Summary Jan 2020
- Good quality teaching observed in most lessons
- Marking and feedback lacks consistency and needs to evidence pupil response
- the use of knowledge organisers is not well spread
- Pupil voice states that they enjoy maths and the new setting is working well at KS4.
- The new director of maths has given great oversight and leadership to the department targeting specific areas of improvement.

b) **Attainment**
Redborne Data provided for Year 10

We are awaiting analysis of Year 11 data – though will be able to table an update at the meeting

c) **Attendance**

Updates

- Attendance officer has added real value to ensuring registers are compliant, staff continue to be held accountable for statutory duties and acting in a EWO capacity including work with supporting the Lambeth EWO.
- The recommendations of the attendance audit are being actioned; the first attendance panel has taken place alongside intervention meetings with the attendance officer. Action plans agreed with all KS4 students below 94%.
- Swipe card system issues resolved and functioning within SIMS.

Completed Actions

- Set and monitor Yr10 KPI's – reward budget allocations made to support this

- Formal actions including monitoring and LA FPN referrals
- Strategies to support disadvantaged students attendance to be raised at SLT

KS4 – to date

Year %	Cohort size	2019-20	Cohort size.	2018-19	KS4 PA	2019-20.	2018-19.
10	26	91.80% (-0.48pp)	44	95.35%		15.38% (=)	12.19%
11	35	94.50% (+0.37pp)	53	92.20%		14.29% (-2.38pp)	22.64%
Overall Att%	61	**93.35% (=)**	97	93.63%	Overall PA%	**14.75% (-1.37pp)**	18.08%

KS5 – Autumn H/T

Year %	Cohort size	2019-20
12	97	82.17%
13	63	85.17%
Overall Att%	160	83.34%

Summary

- Yr11 attendance remains stable and shows signs of sustained improvement.

- Yr10 attendance is also stable, the worst attending two students count for an overall year group reduction of 2.5 PP (94.5%); plans are in place to improve these students attendance.

- Overall KS4 attendance is broadly similar to last year and close to the UTC target of 94%.

- PA students in Yr10 remain stable; Yr11 show a 2.38 pp reduction to 14.29%. Overall PA is down on last year.

- KS5 student's registers still have some technical issues with non-critical entries but do have an effect on the attendance figures. The estimate of error with these registers is around -5pp.

d) Behaviour and exclusions

Since September 2019 the UTC staff choose only two different options when logging behaviour incidents; final warning and detentions. In the previous academic year 2018/19 staff had a choice of 14 different types.

2018/19 by Month	Number of behaviour incidents	Number of behaviour incidents	2019/20 by Month
Sept 2018	226	239	Sept 2019
Oct 2018	242	201	Oct 2019
Nov 2018	365	237	Nov 2019
Dec 2018	420	156	Dec 2019
Jan 2019	380	105	Jan 2020

The total number of behaviour incidents compared to the same time last year has reduced. This may be due to staff being more precise with their logging, and not logging many different incidents that occurred in their lessons. We have also noticed that a high percentage of incidents do not stop at the 'Final warning' stage in the class room and eventually still go on to be detentions (74%). Some work may have to be done to ensure students adhere to teacher warnings and stop their behaviours leading to a detention.

Good news is that lesson observations, learning walks and teacher feedback suggest that behaviour in class room has significantly improved since this time next year. However, we are not satisfied with the overall behaviour and attitudes of some students and the overall culture in the school. A great deal still needs to be done to move the UTC to a satisfactory level.

The following actions have taken place recently to remedy emerging issues:

- Year 10 Respect focus introduced for the last four weeks before Christmas to tackle poor attitudes towards teachers and each other. We have noticed an improvement of Year 10 behaviour and a reduction of related incidents.
- Extra support offered to Year 10 Coaches (Form Tutors) in the morning to ensure a smoother start to the day. Coaching time remains an issue and this work will continue.

- Creating a more formal atmosphere in all assemblies to highlight expectations and teach the students how to behave in formal settings. This has helped to improve routines and we continue this formal process in every assembly.
- Introduction of Year 12 detentions for internal truancy and lateness to lessons as this has been a huge problem. This initiative is in its infancy and we have no data to see the impact as yet.

We have further interventions planned to further accelerate culture change and student attitudes.
Below is a list of a few examples:
- A Sixth form focus on business wear as too many students wear trainers and/or do not wear ties or blazers.
- Introduction of a School Counsellor to address complex pastoral issues in Year 10 and 11
- Temporary introduction of additional admin support for the SENDCO and Pastoral to support the drive to improve the behaviour and culture

e) **Staffing**

Recruitment: (Include information on vacancies, staff leavers and joiners both for teaching and non-teaching staff)
New Starters
Derwyn Kennedy Director of Maths and Computer Science
Haroon Makuza ICT (0.4)
Philipe Chauvet Engineering
Said Hasan Physics (0.8)

Resignations
Ellie Keightley English – for September

Recruitment
Appointed:
Dr Dickson Chemistry – February start
Required:
Maths Replacement (September)

English Replacement (September)
Health Lead teacher (From May half term)

f) <u>Safeguarding</u>

Update – February 2020

Please note the following information relevant to this group:

- Designated Safeguarding Lead (DSL) received training on the UTC's Single Central Register (SCR)
- The DSL will now work more closely with the Trust HR assistant and Reception with regards to the SCR
- All teaching staff received a Safeguarding information update in December
- All teaching staff will be having a Prevent Duty information update session in February
- Governors need to receive a safeguarding update – Lesley to organise with DSL
- Main local issues which the UTC experiences include: Domestic violence, Female Genital Mutilation, knife crime, gang exploitation and poverty. Governors need to be aware of these issues
- The UTC actively uses CPOMS – an online portal to log incidents and share confidential information. The CPOMS icon is on every PC in the school and all staff have been trained to use it
- Link Governor for Safeguarding needs to organise a termly meeting with DSL – Lesley to organise with DSL

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South Bank UTC Improvement Plan 2019/20

Composed: October 2019

Ratified: November 2019

First Review: January 2020

Second Review: April 2020

Final Review: July 2020

UTC Improvement Plan 2019/20

South Bank UTC

QUALITY OF EDUCATION (KBA)

Priority	Actions	Resources	Source of Evidence	January Milestone	April Milestone	End of Year Target (KPI)
Improve the quality of teaching in lessons	Staff to be clear on what constitutes good or better teaching CPD to identify the key features Peer to Peer observations/discussions Departmental meetings and standards to be set Structured support for weaker teachers	CPD Time Teaching Standards	LW data Dept reviews Student voice Dept minutes Support plan	80% of teachers are graded as good or better Staff who require support are on plans	90% of teachers are graded as good or better Impact of support plans shows an improvement on T&L	A consistent approach to teaching will be seen and experienced across the school.
To increase the ability of staff to plan high quality lessons that enhance the recall and understanding of pupils	Staff to be issued with principles of Direct Instruction and Rosenshine principles CPD for staff/depts Curriculum planning by lead teachers	CPD books Posters Planning checklists Departmental time CPD time	Knowledge organisers Staff voice Student Voice LW data Dept Reviews	All teachers have a sound understanding of the principles of lesson planning. Evidence shows that at all lessons meet the planning checklist	Rosenshine principles 4 to 7 are consistently observed in lessons	Pupils will be able to recall key facts and explain their understanding of ideas. Evidence shows that Rosenshine principles are embedded.

UTC Improvement Plan 2019/20

	Production of Knowledge Organisers **Update teaching policy to include a planning checklist** **Ensure tasks are appropriately engaging** **Departmental planning time**		Curriculum plans Line management reporting Sample lesson plans	Knowledge organisers for Spring term ready Rosenshine principles 1 to 3 are consistently observed in lessons Teaching Policy updated		
To ensure that the marking and feedback policy is consistently applied by all staff	**Training on marking and feedback in T&L Sessions** **Departmental marking groups** **Cross dept marking sessions in trios** **Planning of pupil response time in lessons** **Marking for literacy training** **Training on book looks for all staff**	P7 and Dept time to be allocated Marking checklists Exemplar marking samples	Book looks LW data Department reviews Student meetings	Feedback shows 1.light marking 2. Deeper marking on selected work Further CPD sessions. Pupil training on responding to feedback	Feedback shows 1.light marking 2. Deeper marking on selected work 3. Pupil feedback is present. 4. Marking for literacy	Pupils will be able to know how to improve via the feedback they receive. Marking and Feeback is used to inform planning of lessons. Marking and feedback supports and accelerates pupil progress

UTC Improvement Plan 2019/20

South Bank UTC

	Engage pupils in how their progress can be seen over time					
To ensure that the weekly CPD improves the quality of learning and teaching	**T&L sessions on** **Marking** **Feedback** **Classroom research** **Planning** **Lesson activities** **Starter** **Plenaries** **Independent work** **Problem solving** **Workshops on INSET days for deeper insight** **Membership of Chartered College of Teaching**	Friday T&L sessions INSET days workshops CPD sessions	Dept reviews Staff Voice CPD feedback	Attendance at T&L sessions in resources section and impact in lessons to be monitored.	Attendance at T&L sessions in resources section and impact in lessons to be monitored.	A culture of regular professional dialogue on T&L will exist
To improve Outcomes across all subjects **A8 Target 41** **English and Maths 5+ 35%**	**KS4** **Identify pupils on 3-5 grades in English and Maths** **Put in place literacy support strategies** **Put in place numeracy support strategies**	Intervention classes Support Classes Extra revision Tuition	CAT4 data ALPS data Context data Mock data Support class list the UTCx	First set of mock exams will have occurred KS4 English 5+ 30% Maths 5+ 30% Science 5+ 5% English 4+ 40% Maths 4+ 50%	Second set of mock exams will have occurred Feb and Apr revision classes completed. KS4 English 5+ 35% Maths 5+ 35%	KS4 English 5+ 42% Maths 5+ 44% Science 5+ 8% English 4+ 69% Maths 4+ 83% Science 4+ 61% Eng & Maths 5+ 35%

UTC Improvement Plan 2019/20

English and Maths 4+ — 70% Progress Score — +0.1 BTEC — 35 A Level — 0	**Revision classes** **Sixth Form** Identify pupils who are below ALPS targets **Revision classes** **Intervention classes** **Tuition in Physics/Maths**	Revision classes in Feb, Apr and May		Science 4+ 40% Eng & Maths 5+ 25% Eng & Maths 4+ 50% Sixth Form BTEC 25 A level -1	Science 5+ 5% English 4+ 50% Maths 4+ 60% Science 4+ 50% Eng & Maths 5+ 30% Eng & Maths 4+ 60% Sixth Form BTEC 30 A level -0.5	Eng & Maths 4+ 70% Sixth Form BTEC 35 A level 0
	GL Assessment to produce CAT4 data ALPS data to generate **Curriculum activities for most able** **Masterclass activities to be run by departments in each key stage** **Combined work across the trust**	GL membership ALPS membership	Data drops CAT4 data ALPS data Redbourne data	Redbourne Data for each year group to be analysed First set of masterclass activities	Redbourne Data for each year group to be analysed Second set of masterclass activities	Pupil data demonstrates good progress More able pupils will have attended as series of additional activities
To ensure teachers use the extensive resources available to them so that pupils can be active and curious learners	Gym is used by sixth form pupils Engineering facilities are used on regular basis	Gym equipment Engineering workshops	Engineering workshop plans KS4 Gym induction/ usage data	All KS4 pupils have experienced 4 activities in the workshops 50% of year 12 have had a gym induction	All KS 4 pupils have experienced 10 activities in the workshops 80% of year 12 have had a gym induction	All KS4 pupils will have been involved in the workshops on at least 15 occasions.

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	Subject resourcing reflects an ambitious curriculum eg Library use Computer Coding Science Experiments		Schemes of work with resources	Sixth form pupils are regularly using the gym All KS4 pupils to have used the library on 2 occasions All KS4 pupils to experience 5 practical lessons	All KS4 pupils to experience at least 10 practical science lessons All KS4 pupils to have used the library on 4 occasions	80% of year 12 pupils will have accessed the gym All KS4 pupils to experience at least 15 practical science lessons All KS4 pupils to have used the library on 6 occasions

UTC Improvement Plan 2019/20

South Bank UTC

BEHAVIOUR AND ATTITUDES (DBE)

Priority	Actions	Resources	Source of Evidence	January Milestone	April Milestone	End of Year Target (KPI)
To Improve Attendance and Punctuality in all year groups to ensure students are professionally ready	**Recruit Attendance officer** **Commision an attendance audit (September 2019)** **Weekly monitoring of attendance data** **Identify groups whose attendance in below UTC average or national equivalency** **Plan actions to improve groups attendance** **Reporting on sixth form attendance and on lessons missed – to feed into student PMR** **Training and support of the attendance officer**	Attendance Officer SIMS Pastoral team	Attendance data Audit feedback Case Studies Breakdowns by subgroup/ year group / PP /SEND EWO actions and visits Reducing number of missed sessions Training plan Permanent position offered	Improving attendance KS4 Yr10 – 93% Yr11 – 94.5% Sixth form Yr12 – 92.5% Yr13 – 90% Identify patterns of absence and address through student PMR Review performance and progress over term one.	Improving attendance KS4 Yr10 – 94% Yr11 – 95% Sixth form Yr12 – 93% Yr13 – 92% TBC	Improving attendance KS4 Yr10 – >94% Yr11 – >95% Sixth form Yr12 – 94% Yr13 – 94% TBC

UTC Improvement Plan 2019/20

				Subject to performance offer a permanent contract.		
To ensure attendance procedures are clear, robust and meet statutory expectations	**Engage with Lambeth EWO service and define contract / service agreement** **Review the recommendations from the attendance audit (WPS)**	EWO	Engagement with and outcomes of EWO action Improving attendance with PA students Re-audit in the Summer term to QA improvement	To have issued first wave of FPN's To have had the first UTC attendance panel with EWO involvement	WPS audit arranged Attendance panel with EWO involvement	Attendance procedures will be fully embedded and having positive impact upon attendance Use of EWO to be systematically and regularly deployed
Reduction of FTE	**Identify students who are of concern (Rag rated)** **Mentoring program** **Behaviour interventions based on need to reduce current low-level disruption of 30%**	Student files External consultant / review of behaviour	Behaviour data Evidence of action taken Subgroup behaviour (SEN/Gender/etc.)	FTE rate below 15% (National Av. 10.13%) >20% of all lessons experience low level disruption	FTE rate below 12% (National Av. 10.13%) >10% of all lessons experience low level disruption	Under national average target of 10.13% >8% of all lessons experience low level disruption

UTC Improvement Plan 2019/20

PERSONAL DEVELOPMENT (inclusive of Sixth Form) (RHA)

Priority	Actions	Resources	Source of Evidence	January Milestone	April Milestone	End of Year Target (KPI)
To ensure a wider range of students take advantage of all opportunities	**Recruit a Careers adviser** (green) **Invest in a Work placement programme to help source and risk assess placements** (red) **Identify Skills gaps in Sixth form students using Skills Builder** (green) **Review Skills Builder results to identify trends and common skills gaps** (yellow) **Promote and monitor attendance of new Entitlements Workshops** (yellow)	Careers advisor Work placement company/programme to source and risk assess placements Staffing and resourcing of new workshops Plan for W/Ex in Y10 & 12	Staff and Student voice opportunities spreadsheet Opportunities spreadsheet War board Professional Development Teams (Skills Builder portfolio for each student)	20% of students in Year 12 have achieved the Bronze award or better in one or more entitlements 50% of Sixth Form students have engaged in more than one shared opportunity 100% of Year 13 have achieved a Bronze award in two or more of the 5 Entitlements; *Youth Action, Enterprise, Work placement, Pro Award and Employer project*	60% of students in Year 12 have achieved the Bronze award or better in one or more entitlements 100% of Sixth Form students have engaged in more than two shared opportunities The majority Y10s & Y12s have organised placements ready for July	100% of students in Year 12 to have achieved Bronze award in two or more of the Entitlements 100% of all Sixth Formers to have engaged in three or more shared opportunities (Opportunities spreadsheet) 100% Y10 & Y12 to have completed a placement

UTC Improvement Plan 2019/20

To embed new essential skill into curriculum	**Share Skills builder student gaps report with staff to inform their teaching** **CPD with staff on creating opportunities in curriculum using skills-based activities** **Review/audit current use of Skills Builder within the curriculum**	CPD time Skills Builder resources Skills Builder trainer visit	Registers Staff and Student voice Lesson Observations Skills Builder scores (individual and group) War Board	Skills Builder essential skills overtly evident in >50% of lessons observed in the last term All Sixth Form Coaching groups have 'Skills Builder group scores' All Year Sixth Form students have individual Skills Builder targets and Performance Management (PM) targets	Skills Builder essential skills overtly evident in >50% of lessons observed >75% of Sixth formers have improved their 'Step' in line with national with the two Essential skills they are working towards as part of their PM	Skills Builder essential skills overtly evident in >75% of lessons observed in the last term >90% of Sixth formers have improved their 'Step' in line with national with the two Essential skills they are working towards as part of their PM
To ensure that the Enrichment programme is fully utilised	**Widen choices for KS4** **Start a full programme for Sixth form** **Review current KS4 programme**	Creative learning resources Ensure activities are more engaging and meaningful	Registers Staff and Student voice	KS4 students generally enjoy the enrichment activities Generally, KS4 students can articulate the value of enrichment	Majority of KS4 students enjoy and understand the value of the enrichment activities	Vast majority of KS4 students enjoy the enrichment activities Vast majority of all students can articulate the

						value of enrichment

UTC Improvement Plan 2019/20

LEADERSHIP AND MANAGEMENT (ASH)

Priority	Actions	Resources	Source of Evidence	January Milestone	April Milestone	End of Year Target (KPI)
To improve accountability via the use of PMR, in order to drive improvement of standards and quality of education	**Establish new online platform (BlueSky), that allows genuine interaction with PMR progress.** **Train staff in use of BlueSky** ***Establish streamlined approach to target setting*** ***Establish new cycle (Timetable)*** **Use robust process**	BlueSky Staff CPD time	Staff Voice (Survey) Quality of T&L data	All staff PMR to be administered via BlueSky Staff performance to have improved as a result of clearer PMR process and accountability BLUESKY ordered and initial set up completed Training for staff will have taken place Timetabled for PMR cycle shared Self-assessments completed for teaching standards	January Mid-term reviews completed CPD to be adjusted in line with BlueSky priorities	All Staff (teaching and non-teaching) to have completed PMR via BlueSky platform robustly with 2 mid-term reviews Staff voice survey to indicate positive impact on their role and development

UTC Improvement Plan 2019/20

To Improve leadership at all levels in order to build capacity to drive forward improvement in Quality in Education	**Recruit Director of Mathematics and Computer Science** **Recruit Director of Health and Science (promoted internally to head of science)** **New SLT line-management structure** **Develop leadership capacity via CPD, Coaching Model** **Senior Team to access Leadership Matters** **Elect Junior leadership team** **Regular Junior leadership meeting as a group** **Use skill builder skills to develop student leadership in the curriculum**	HR support in recruitment process Leadership Matters Subscription	BlueSky evidence towards leadership development objectives Meeting minutes	Leadership Matters launched and 360 completed Leadership style survey completed and shared Director of Maths and Computer Science in role Junior leadership team impact emerging through events and profile Students to have identified areas of development	Junior leadership embedded in UTC leadership practice Students to have made progress towards leadership skill on skills builder skills	All staff with leadership responsibilities to make significant progress towards leadership CPD target Students to have made progress in their skills builder skills areas including leadership

UTC Improvement Plan 2019/20

To embed new values into curriculum so that students can thrive in their studies and professional journeys	Write new values in line with EPIIC values of LSBU group Introduce values via assemblies Include values in starter slide Embed values into weekly themes	Values promotional materials Starter Slide	Staff Voice Student Voice Lesson observations	Students can identify the values and describe what they mean Staff able to identify values and how they are using them to frame learning and drive standards Audit and survey of values	Values are widely acknowledged as having value and are articulated by students and staff well (Audit/Survey) Values embedded into the UTC rewards system	Values are embedded into UTC language and practice as part of the driving force of standards within the curriculum and more widely
To drive sustainability and financial efficiency by establishing a second specialism of Health	Recruit to new course Course materials and resources Marketing materials	Course materials New lead teacher of health NHS staff support	Recruitment numbers CLFP	Marketing of the new course underway SB UTC established and easily identified as providing 2 specialisms in engineering and health	Recruitment to health courses looking strong with significant enrolment intention confirmed Lead teacher of health employed and starting work on the development of course materials	Second specialism established and ready for first teaching in September 2020 to viable cohort

UTC Improvement Plan 2019/20

To increase number of students on roll	**Recruit marketing director** **Relaunch UTC brand and marketing materials** **Rebuild UTC website** **Develop full marketing plan** **Visit local schools to promote UTC** **Launch 'Away Days'**	Marketing materials Website Marketing Director Advertising Social media campaigns Foamex boards Banners Prospectus	Numbers on roll Feedback	Open events to have run successfully Marketing materials to all be in place Student Interviews to be ongoing Talks to groups of students in local schools on the UTC offer and course available here	Marketing review to have happened Interviews and predicted numbers available	Increase roll to 325 In September 2020

UTC Improvement Plan 2019/20

SITE DEVELOPMENT AND OTHER (ASH AND DBE)

Priority	Actions	Resources	Source of Evidence	January Milestone	April Milestone	End of Year Target (KPI)
Site Development	Termly buildings programme developed with S/M Meet with new S/M to agree schedule on the 28th October. Bins contract with Trinity terminated and new agreements in place Complete installation of the Library facility and ensure it enhances the curriculum offer at the UTC Complete installation of G.21 Gym facility and ensure it enhances the curriculum offer at the UTC		Site walk review Contracts signed with Lilli Waste. Collections starting 14th October. Site walk review	60% of work completed NPA to issue withdrawal notice Review effectiveness of library space with HOD Survey completed Delivery w/b 4th Nov, to be fully operational by Jan. Audit provision against HSE/DATA standards	80% of work completed Review VFM Complete any remedial or additional work Review usage, facilities and condition. In conjunction with HOD agree a compliant layout and produce layout plans. With S/M discuss implementation of the plan and agree dates.	100% of work completed Contract fulfilled - monitored by S/M **Completion by September 2020.**

	To provide an industry standard engineering facility					
Site Maintenance	Building refresh programme Review cleaning provision	Contractors Site Manager	Site walk review Site Manager	Agree 2019/2020 priorities with ASH Develop programme schedule with SM. To have reviewed effectiveness of the cleaning company To have seen 2 further quotations for the contract	60% of work completed Any changes to provision agreed by SLT/EP	80% of work completed (With the remaining 20% completed over the summer holiday)
Site safety and compliance	Audit the building with the S/M, agree priorities Audit the Engineering provision for annual servicing / safety inspections e.g. LEV	TBC	Completion of works against agreed schedule	Complete audit	Action and cost recommendations (non-urgent)	Complete for 2019/20

South Bank UTC Carolyn Unsted EE Autumn Term 2019 Visit Report

This report is the department's confidential information and is being shared on the explicit understanding that it may not be released publicly, or any of its contents quoted or paraphrased in any external communications made by the UTC, including to parents. It is the department's expectation that the report is shared with the UTC's senior leadership team, board of governors and the Trust to help inform improvement strategies.

Name of UTC	South Bank UTC			
Date of visit	17/12/2019			
EE	Carolyn Unsted			
Official (if attended)	Jack Tilbury – did not attend			
LA and RSC region	Lambeth - SESL			
Name of Principal & email address	Austin Sheppard Austin.Sheppard@southbank-utc.co.uk			
Name of CoG & email address	Lesley Morrison			
Age range	14-19			
NOR 220	**Y10**	**Y11**	**Y12**	**Y13**
	25 (51 applications)	37	95 (227 applications) (40% Y11 retention)	63
Estimated numbers for next academic year	40 YTD 18 applications	25	90 YTD 42 applications	95
Pupil Premium 42% KS4				
SEN 25% KS4				
EAL 15%				
Attendance YTD All 91.1% KS4 93.3% [KS4 Nat Ave State funded Schools – 94%]	92.28	94.13	90.9	87.2
Persistent Absence YTD 16.12% [KS4 Nat Ave – Y10 15.38% Y11 16.67%]	15.38	16.67		
Ratio Boys and Girls	5:1 approx			
% Full (NOR against PAN)	220/600			

Evidence and sources	Information about the School	Informatio
Meetings with The Principal, SLT, DSL; middle leaders, teaching staff, A group of Year 10,11,12 and 13 students with a range of their work, Chair of Governors, the SBAT Exec Principal and the CEO of the Trust Learning walks with senior leaders across a range of subjects and year groups Evidence considered: Portfolio of UTC performance data incl Student 2019 results data, Student tracking data Students' work and books SEF and overview SIPlan Teaching and Learning performance profile. Attendance data and documentation Safeguarding documentation and the SCR Minutes of the Governors' meetings And other documents	The UTC is in its 4th year and is part of the South Bank Academy Trust (SBAT). The new Principal was appointed in September 2019. The last Ofsted was January 2019 and was Requires Improvement. Recruitment was lower than expected 25 in Y10 but higher than expected in Year 12 at 95. KS4 outcomes were disappointing with the overall average attainment score was 37.2 (Nat 46.5), E/M G5+ 2019 24.1% (2018 41%) E/M G4+ 44.4% KS5 outcomes were stronger than 2018 with all A levels with 100% pass rate except Physics and maths and Chemistry had 100% Gr A-C. Physics and Computer Science outcomes at both GCSE and A level were poor and this is being addressed. BTEC Engineering results were good with average grade at Dist. Further analysis is needed related to the outcomes of student groups. In 2019 there were no NEET students in Y13, 50% of students went to university and 30% to apprenticeships. Retention of Year 11 into Year 12 was 40% and no NEET students in Year 11.	

Summary - progress in addressing agreed actions / next steps from last visit

There is a new principal as the previous one was internally promoted to become Executive Principal of the South Bank Academies Trust. There has been rapid improvement at the UTC since his arrival. The Trust does not have any structures for School Improvement other than the exchange of good practice between the two schools. A Trust Learning and Teaching Conference is planned for February with a focus on curriculum and subject networks. The new Executive Principal is developing good relationships with the London South Bank University Trust (LSBUT). The UTC Governance is stronger with an experienced outstanding ex-Headteacher as Chair and a greater emphasis on governors having the skills and expertise that are needed at the UTC. The governing body has successfully completed the transition to a School Advisory Board (SAB). There needs to be a greater focus on providing a high quality of education for the current students at the UTC. The UTC's target setting is ambitious.

There has been a great deal of work to develop a new specialism in Health for the UTC through the sponsorship of Guys and St Thomas's NHS Trust, due to start in 2020 with the intention of increasing the appeal of the UTC and its recruitment. The UTC is well positioned with a governor from GSTNHST on a two day secondment to support the UTC in setting up this new curriculum provision. There will be NHS professional technical qualifications included in the curriculum. There is also consideration of expanding engineering into construction working with MACE, a partner employer, from whom there is already a strong apprenticeship offer. The risk to recruitment with the low 2019 KS4 outcomes combined with the RI Ofsted is clear with a dip in Y10 student numbers to 25. There were 45 Y10 in September 2018. Year 11 is now 37 so leaders and governors need a careful analysis of this drop in student numbers.

There has been a review of budget across the Trust by a new trust Business Manager to inform staffing priorities to meet the needs of curriculum delivery and student progress. This has enabled leaders to focus on the quality of education with the recruitment of site and administrative staff to reduce SLT's operational activity. One year on since the last Ofsted inspection there have been changes to increase the rate of progress as monitoring and evaluation has increased with 33 SLT learning walks this term and the introduction of Department reviews to mirror the Ofsted Deep Dives. More rapid progress in the measuring the impact on learning is needed if QTLA is to show significant improvement since the last inspection. There are some very good examples of effective feedback and good student responses with Sixth Form notes being checked and corrected for understanding. Students were very clear that this improvement in feedback is affecting their learning positively. On the learning walk it was clear not all students at KS4 are acting on the feedback.

Leaders are making better use of baseline and starting point data but the quality of teaching and learning remains inconsistent; leaders are confident there is now no inadequate teaching and the goal is good for all teachers but the accuracy of the teaching profile needs more work. Differentiation is lacking with HAP and SEND students' needs are not yet fully identified or met in the classroom. Some work has been done on how the Curriculum meets the new Ofsted framework and the way SMSC and Personal Development is delivered.

There are some areas for improvement around safeguarding and the UTC would benefit from another DfE one day safeguarding review to check on the key areas from the last review. Attendance is poor with KS4 PP students lower than the rest. Exclusions are above the national average but more analysis is needed and there is no indication of Governors' review of behaviour and exclusions in the November minutes. There has been a shift of aspirations amongst the Sixth Form Students who are very positive and ambitious. There were no NEET students in 2019. Y12 recruitment was strong with 40% retention from Y11. Y10 recruitment was lower than expected.

There remains much work to do.

Previous visit	Quality of education
QTLA Next steps June 19 ▪ Ensure that the quality of teaching and learning profile is accurate through an external evaluation and developmental review specially looking at the key Ofsted areas for improvement. Using MAT partners would provide an objective view ▪ Ensure the Literacy Strategy is making a significant impact on students' access to and understanding of the curriculum and their ability to provide high quality written responses, enabling them to reach their personal best in terms of outcomes and confidence for the next steps in their lives. ▪ Through the Less is More strategy raise expectations that every lesson is Good and evaluate the new assessment, marking and feedback systems for positive impact on learning ▪ Complete the review of the Big Picture curriculum offer and employer engagement ensuring contribution to core learning and high quality Careers IAG. ▪ Leaders use accurate in-year progress data to triangulate judgements about teaching and learning over time and identify	*In January 2019 Ofsted said:* *"Until very recently, leaders have not had the capacity to check the quality of teaching and learning to ensure that it is of the highest quality. By necessity, their roles have been operational rather than leading improvements."* Due to recruitment of other staff SLT have had more capacity this term enabling their monitoring and evaluation activity to increase. There has been greater quality assurance by SLT with 33 learning walks this term and the introduction of Department reviews to mirror the Ofsted Deep Dives. These need to be sharper with greater focus on middle leaders' accountability and responsibility. More rapid progress in measuring the impact on learning is needed if QTLA is to show significant improvement since the last inspection. The QA processes provide insufficient fine judgement about the quality of marking and feedback and its impact on students' understanding of their next steps in learning. Student voice indicated feedback had improved significantly since September. Sharper data analysis of Y10's starting points and their loss of learning at KS3 would support evidence about Y10's progress from starting points. At present there is no learning catch-up to compensate for Y10's lost learning at KS3. *In January 2019 Ofsted said:* *"Teaching, learning and assessment across a range of subjects require improvement."* *"Teachers do not routinely check what pupils and students in the sixth form know and can do. They do not always plan activities that challenge or support gaps in pupils' and students' knowledge or understanding. Consequently, pupils and students do not make enough progress."* Senior Leaders have identified this continuing lack of consistency and the in-school variation was seen on this December visit. It is not clear how any positive impact on student learning is identified or measured. Middle leaders in Maths and Engineering were identified as lacking direction and a new director of maths was appointed for January 2020, who will need careful support to ensure the 2020 outcomes are better, and for Engineering an experienced senior leader has taken over running the department as the subject leader has left. The results showed that despite a great deal of work and focus on classroom practice last year there has been insufficient impact on student learning and a lack of preparation for public examinations. At GCSE the overall average attainment score was 37.2 (Nat 46.5), progress from starting points score was -0.17, E/M G5+ 2019 24.1% (2018 41%) E/M G4+ 44.4% with good English and engineering results. There needs to be tighter data analysis on outcome for student groups particularly SEND and HAP. June 2019 predictions indicated KS4 E/M G5+ 31% (2018 41%), G4+ 62% (2018 62%)with adjusted baseline progress score at +0.06 which indicates a need to address accuracy of predictions. The influx of 15 students from a closing school (Durrand) in Year 10 had a negative impact on the 2019 results. Reviewing the results without the Durrand students shows a change in E/M G5+ 2019 30.1% (2018 41%) E/M G4+ 53.8%. KS5 outcomes were much stronger than 2018; all A levels with 100% pass rate, except Physics and maths, and Chemistry had 100% Gr

students whose progress is poor.	A-C. Physics and Computer Science outcomes at both GCSE and A level were need improvement and this is being addressed. Engineering BTEC results were good with average grade at Dist and attainment score in line with national.
▪ Review the progress and achievement of SEND, Dis, Girls and HAP learning provision to focus on differentiation to maximise their progress in the classroom, reducing the need for extensive intervention programmes	There has been a change in culture and expectations amongst both students and staff. It is proving challenging to meet the breadth of student ability and needs. Leaders are now making better use of baseline and starting point data. In Year 12 there is a bespoke course for "just missed" L2 students to enable a rapid leap onto L3 at the end of Y12. A similar programme for Year 10 students would enable them to catch up on missed KS3 learning in basic and specialist skills.
▪ Complete a student voice survey in relation to QTL and SMSC and enable governors to engage with students about learning. (ongoing from previous report)	Leaders are confident that there is now no inadequate teaching and the goal is "Good" for all teachers but the accuracy of the teaching profile needs more work and targeted support. Teachers' subject knowledge is generally strong but there is much more some could do to check students' understanding and concept grasp. There are some very good examples of effective feedback and good student responses with Sixth Form notes being checked and corrected for understanding. Students were very clear that this improvement in feedback is affecting their learning positively. On the learning walk it was clear not all students at KS4 are acting on the feedback.
Outcomes: Next Steps June 19:	*In January 2019 Ofsted said:*
▪ Improve the identification and planning to meet all student needs from Day One in September with a special focus on PP, SEND and HPA. (from the last report)	*"Teachers do not enable pupils to write and present their ideas effectively, for a range of audiences and purposes."* The Director of English leads on Literacy and has begun a programme "Apprenticeship Writers" before school from 8am to 8.50am each day to which all students are invited. This means it is a self-selecting group and 24 students who attend. There is as yet no other provision for addressing the delivery of literacy in all subjects nor is there sufficient development of a reading curriculum or programme to meet the new Ofsted expectation that reading is prioritised to allow pupils to access the full curriculum offer. A small library is now in place for students to access. Much more needs to be done in relation to literacy – reading, writing and oracy - and baseline assessments used to demonstrate progress as well as a love of reading.
▪ Use target setting and individual learning plans to accelerate learning for students at risk of under achievement especially PP, SEND and HPA. (from the last report) Consider how to place the student at the centre of the data, bringing together and joining up knowledge and increasing impact on progress and outcomes	*Ofsted said in January 2019:* *"Pupils are motivated and keen to do well. They enjoy practical learning in the recently opened engineering workshops."* The specialist curriculum subjects remain a strength of the UTC with students feeding back their enjoyment and ambitions in these areas. Practical work is more frequent and stronger in its objectives. There needs to be a sharper focus on opportunities for students to expect higher level outcomes in all their modules on their first attempt rather than relying on teacher guidance and advice.
• Show comparative data from previous data drops to demonstrate that the UTC is on track to	**Next Steps Dec 19** • Senior and middle leaders prepare for Ofsted and the requirements related to Curriculum • Commission an external audit - leaders and governors would benefit from an independent view of the current state of the UTC. • Prepare middle leaders and teachers for Ofsted requirements related to the Deep Dive

2020 targets (ongoing from the previous report) ▪ Develop analysis of Post 16 higher attaining students' progress and meet their needs to reach the higher grades in their subjects. (ongoing from the previous report) ▪ Provide governors with full subject predictions and progress data and destinations data for Years 11 and 13.	• Senior Leaders must ensure that they are holding middle leaders to account and governors should hold all leaders to account for QTLA. • Check and ensure high quality of marking and consistency of student feedback response and gain clarity about student targets and next steps in learning • Stretch and challenge all HAP and SEND students to reach their highest grades and consider how the industry link projects can best support SEND students. • Review SEND and HAP curriculum and learning provision to make changes to maximise their progress • Middle leaders of specialist subjects work with sponsors and employer partners to accredit students' skill acquisition and development of the appropriate projects to support the curriculum through Skills Builder • Clear expectations about the use of data in planning by teaching staff to meet student need and accelerate progress should also be a target and measured through 'distance to target' milestone assessment reporting points. • Ensure senior and Middle Leaders are using accurate in-year progress data to triangulate judgements about teaching and learning over time to hold staff to account • Use subject and student target setting and distance to target trajectories and milestones to judge the rate of progress for all student groups towards 2020 and 2021 targets for outcomes • Develop analysis of Post 16 higher attaining students' progress and meet their needs to reach the highest grades in all their subjects.
Previous Visit	**Behaviour and attitudes**
June 19 Next steps: • Use the good behaviour of students to support learning in classrooms and develop them as active leaders of learning eg https://www.ssatuk.co.uk/cpd/student-leadership/ • Implement strategic approaches to increase levels of attendance for all students especially those deemed vulnerable, PA or from groups identified as low attenders.	*Ofsted said in January 2019* *"Staff and students routinely show good respect towards each other."* *"Staff, pupils and students are very proud of their school. Pupils are motivated and keen to do well."* During the visit Student voice was very positive and confirmed that this remains the case at the UTC and they feel confident about how the UTC manages situations that arise. On the learning walks classroom behaviour seen was good and shows there are no barriers to leanring. Similarly around the school students were calm and respectful except for some Year 10 students who were boisterous at lunchtime. Student voice was very positive about their UTC. This now needs to show an impact on learning outcomes. Students said they felt safe and knew who to go to if they had a problem. *Ofsted said in January 2019:* *"Attendance at key stage 4 and post-16, while improving slightly, is still too low."* KS4 Attendance is currently 93.35% from 2018-19 93.63%. Year 11 cohort shows a dip from their attendance last year. PA is 16% from 18.08% at 2018-19. PA is due partially to two students with severe mental health issues. Sixth Form attendance remains much the same this year and is too low. These figures do not indicate any real improvement towards reaching national (94.7%). Leaders could complete a deeper analysis on their students' attendance profile prior to joining the UTC and on the differences across a range of groups to include girls and SEND students. Leaders felt that more pastoral and

admin support for attendance would result in improvements. The UTC should examine the number of students who left between Year 10 and Year 11 and explore the reasons for the drop from 44 to 36. Under the new Ofsted framework there will be a careful consideration of these students.

The UTC has an above national average (10.13%) rate of exclusions and is seeking to bring it down to 15% this year. The UTC would find it useful to complete a thorough analysis of the number of students who have had an exclusion or poor attendance in their predecessor school. Governors would benefit from seeing comparative data related to the numbers of exclusions during the same period in the previuos year as well as cumulative data. Leaders are confident that they will see a real improvement by the end of the year as firm handling of a small number of Year 10 students and the consistent use of the behaviour policy by all staff.

Next Steps Dec 19
- Maintain the focus on improving Attendance in every year group and across the student groups.
- Maintain the improvements in behaviour and evaluate how this is impacting on improved learning.
- Further develop student voice processes to identify key areas where student attitudes do not reflect those of the UTC and do more work on what a learning culture looks like
- Consider how to engage with Year 10 students, both current and future to develop their language of learning, self-esteem and resilience and their personal responsibility for their own behaviour.

Previous Visit	**Personal development** (including whether all safeguarding arrangements are effective)
Next Steps June 19 • Continue further development of the training of governors and staff in relation to student mental health and wellbeing • Review the quality and timing of Careers IAG for all students	*Ofsted said in January 2019* *"Students feel well cared for and said that they feel safe.* *Leaders ensure that safeguarding arrangements are effective."* During the visit student voice confirmed that they feel safe and are confident that the school does not tolerate bullying. They said that relationships are good and that they could trust every teacher and the SLT. Leaders and governors need to ensure safeguarding remains effective. It is an area for review in order to develop the expertise - of staff regarding CPOMS, - of the new Principal and of the DSL to ensure that they are strong and confident about the UTC's systems and processes. The DSL is experienced but new to the UTC. Visits by the Safeguarding Link Governor and a Trust Audit would support them. The Lambeth Safeguarding review is due in Feb 2020. The UTC would benefit from another DfE one day safeguarding review to check on the key areas from the last review. *Ofsted said in January 2019* *"Leaders ensured that all students leaving the sixth form in 2018 secured appropriate destinations, irrespective of their outcomes."* With zero NEETS in 2019 it is clear that the UTC is enabling students to move onto the next stage of their education and training. More analysis is needed by leaders about appropriateness of destination in Y11 with 40% retention from Y11. Over 50% of Y13 students went onto university, most into study related to the UTC specialisms, and a

third went onto related apprenticeships. Now there needs to be a much stronger delivery of CIAG so that it covers all areas and meets the Gatsby benchmark. The UTC plans to engage a careers adviser to support students consistently all through their UTC years. Student voice is clear that when they get employer engagement it is worthwhile and valuable for social networking with employers as well as for the experiences themselves, which have sometimes provided unexpected opportunities.

Ofsted said in January 2019:

"Sponsors provide a range of high-quality work-related experiences that foster pupils' interest in and passion for engineering. There is some strong teaching in this area."

It is clear that there is some very strong support for the UTC from sponsors and partner employers in enhancing the curriculum and providing students with some work based opportunities that they find highly motivating and supportive. These have enabled students to develop their personal, social and communication skills and gain confidence in their own equal place in an employment environment. Ex-students returning give excellent role models of what is possible after Y13 and case studies of this success would support the self-evaluation evidence base.

Ofsted said in January 2018

"Some pupils and students in the sixth form do not access the full range of opportunities available to them, for instance work experience."

During the visit some KS4 students were unable to outline their encounters with a range of employers and the UTC needs to help students articulate their experiences through a student profile or termly record of engagement to which they can refer when writing applications, personal statements or preparing for interviews. There has been a shift of aspirations amongst the Sixth Form Students some of whom are very positive and ambitious, most of whom can identify the impact employer engagement has had on them.

Leaders are looking closely at the quality of the content and delivery of SMSC, PHSE, RSE and RE and this is an urgent priority area in both KS4 and KS5 before the next Ofsted visit / inspection.

Next Steps Dec 19
- Plan further development of the training of governors and staff in relation to student wellbeing, mental health and wellbeing, creating self-reliance and self-regulation amongst all students (ongoing from the previous report)
- Review the UTC's delivery and content of the SMSC, PHSE/RSE/RE curriculum areas and employer engagement activities they feel are most impactful on students' personal development
- Review the quality and timing of Careers IAG for all students (ongoing from the previous report)
- Ensure that Year 13 choices for next year are well informed and timely, using support from external careers organisations and the UTC's employer links in the specialist areas in order to meet the Gatsby Benchmarks
- Develop an online student profile of employer engagement.
- Publicise how well the UTC enables personal development for employment to retain and recruit more students into Y10 and Y12

Previous Visit	Leadership and management
Next steps June 19: • Review the Ofsted report again carefully and complete a formal 2019-2020 Post Ofsted action plan as soon as possible to address the key areas identified. Strategic planning needs to deliver rapid improvement through clarity about HOW improvements will be made, contain strategic milestones to measure progress and to inform the end of 2019-2020 objectives. • Governors should ensure they are using the Post Ofsted Action Plan to judge leaders' effectiveness in addressing the key area and hold senior and middle leaders to account for progress to the milestones. • Leaders' self-evaluation needs to be much sharper and more evaluative and updated to meet the new Ofsted framework so there is evidence of student and parent voice and a clear demonstration of governors' effectiveness and impact on QTLA. • Ensure the Performance Management targets for all staff are SMART and specifically related to progress and outcomes through high quality teaching and learning. • Ensure the monitoring of QTLA	*Ofsted said in January 2019* "*The sponsors, governors and leaders have created a unique and nurturing learning environment, which is aspirational for its pupils.*" Governance is stronger with an experienced outstanding ex-Headteacher as Chair and a greater emphasis on the skills and expertise that are needed at the UTC. There was significant challenge from governors to the now Executive Principal about the 2019 results which were disappointing at KS4. Much has been achieved already this year but there remains much work to do. The new Principal was frank in discussions and said he had found a very different situation in the UTC than he had expected and there has been rapid improvement in some areas since his arrival. He has refreshed the UTC's vision with Innovation, Integrity and Intent as the core values. This vision now needs to be more carefully developed with governors and staff. *Ofsted said in January 2019:* "*Leaders are astute in their understanding of their successes to date,and those areas requiring further attention.*" There is UTC improvement Plan rather than a Post Ofsted Action Plan in place. The milestones identified do not use students' learning and progress data sufficiently as an indicator of improvement in the quality of teaching. A more accurate Self Evaluation Framework document is now in place. There is a lack of triangulation and evaluative evidence in both the Improvement Plan and the SEF to demonstrate how well the UTC has progressed in the key Ofsted areas for improvement. Both documents are due to have a review in January 2020. Governors should be challenging leaders about the validity of judgements, the design of the curriculum and effectiveness of planning and how they singly and in combination make the maximum positive impact on students' learning. The Chair talks to students and this good practice could be made more formal to inform governors about students' views. A governance review to provide key areas for development would benefit the performance of the GB. Governors should be holding senior leaders to account for the areas Ofsted identified as needing improvement – for ease of reference these are copied at the end of this report. (Appendix 1). Governors may wish to consider how they structure their meetings appropriate to an RI school in order to cover effectively Ofsted areas for improvement, vision and values, accountability and opportunities for their own training and develop their own strategic plan so that they can focus on the key priorities around the quality of education for all students. Work has been done on how the UTC curriculum meets the new Ofsted framework requirements and the way SMSC and Personal Development is delivered. This is not yet consistent in classroom practice and has been a focus for leaders rather than teachers. From January the Skills Builder framework will bring a tighter focus on employability and a reorganisation of the timetable has brought English and maths for the fore. Period 7 will be used for interventions. Leaders acknowledged that interventions need to be more effective needing a tight management grip in order to impact on outcomes and support quality first teaching in the classroom. Year 11 estimates for 2020 indicate they are likely to be better than 2019. Predictions will need to be carefully moderated with the Trust partner

is robust and marking and feedback consistency is followed through. • Focus on attendance and punctuality for rapid improvement to national expectations (from previous report). • Ensure safeguarding remains compliant, improving and secure and the UTC is able to keep children safe	school and support and develop middle leaders to be more accurate in their predictions than last year. Progress is too slow in improving quality of teaching and learning and there is insufficient improvement in QTLA since the last Ofsted inspection. There is a new PMR target setting protocol in place which, if used well, could have an impact on improving staff performance. Leaders recognise that differentiation is too often lacking with some HAP and SEND students' needs not yet fully identified or met in the classroom. The lack of a full time SENDCo means there is limited identification and support for students with SEND and action should be taken immediately to impact on SEND students' learning to increase progress. The new Lambeth LA school improvement adviser has undertaken an external audit of the quality of teaching and learning which was helpful to leaders. The Principal interviewed students and now needs to feedback the responses to both students and staff. Leaders should ask themselves if students' understanding of the curriculum, level of recall and views of the level of challenge of the work across subjects has significantly improved this year and where their evidence is to demonstrate this in an inspection. **Next Steps Dec 19** • Review the effectiveness of safeguarding practices and leaders' knowledge of them. • Ofsted training for governors and leaders at all levels needs to be completed as soon as possible. • Ensure the monitoring and evaluation of QTLA is robust and consistency of marking and feedback is followed through with existing and new staff. (from previous report) • Senior and middle leaders visit other UTCs with the same specialisms to learn and share good practice • Focus on attendance and punctuality for rapid improvement to national expectations (from previous 2 reports). • Use a student lens group in each year (eg SEND, HAPs, PP) for SLT learning walks to give a comparator over time when in conversation with students about their work and progress and when doing book and assessment scrutiny alongside student progress data. • The SEF still needs more impact evaluation, evidence, student voice and a greater understanding by leaders about how the SEF and the SIP/Post Ofsted Action Plan should be used to drive change and improvement and enable governors to monitor progress • Undertake a stakeholder survey similar to the Ofsted questionnaire • Update the UTC's website. Some areas need careful consideration to boost the UTC's profile and achievements.

Appendix 1
Inspection report:
South Bank Engineering UTC, 22–23 January 2019
What does the school need to do to improve further?

- Leaders must ensure that they:–

- have the capacity to check the quality of teaching and learning to ensure that it is of a consistently good quality
- provide timely support and professional development for staff
- ensure opportunities for strong teachers to develop their leadership skills to increase their capacity still further
- make sure that their focus on improving attendance gathers momentum so that pupils are punctual and regular attenders
- ensure that all pupils make at least good progress from their starting points, particularly the most able
- check which pupils and students access the range of opportunities available to them.

- Improve teaching and learning across key stage 4 and in the sixth form, by ensuring that:

- teachers routinely check pupils' and students' understanding of key concepts and ideas, adapting their teaching accordingly to meet individual needs
- pupils are able to recall prior learning so that their knowledge is secure, and they can progress confidently
- teachers give clear advice about how pupils can improve their work
- teachers use the extensive resources available to them so that pupils can be active and curious learners
- all teachers support pupils to write accurately and effectively for a range of different audiences and purposes.

	INTERNAL
Paper title:	Pay Policy update
Board/Committee:	UTC School Advisory Board meeting
Date of meeting:	05 February 2020
Author:	Dan Cundy, SBA Executive Principal
Purpose:	For Information
Recommendation:	The SAB is requested to note

Executive Summary

The trust executive are currently reviewing the pay policy as it is not currently fit for purpose. Our pay scales are not in line with STPCD which represents at least 50% of the market, with the result that we are out of line with most schools. The risk is that we may find it harder to recruit or retain staff. The current system of honorariums or spine point positions for staff with responsibility is not clear or transparent. The risk is that we may not have the structures in place to recruit and retain good staff; we also risk reputational damage through lack of transparency and some difficulty in holding staff to account for their management responsibilities. There is a general lack of clarity and precision in the policy.

Consultation process. We have consulted widely, holding focus groups with all staff at both schools, both SAB chairs and both Principals. We have looked at the wider market including other MATs.

Proposal

- Pay scales to reflect STPCD, mirroring national pay spine points for inner London
- Honorariums to be replaced by TLR-type management allowance system
- TLRs to apply to teaching and non-teaching staff
- TLRs to be at four sizes: £2500, £5000, £7500 and £10000 to offer differentiation and permit 'small' responsibility allowances
- Ability to time limit TLRs and remove TLRs from staff
- Our own equivalent of the upper pay scale for highly capable, experienced teachers. Our own criteria and application system to be finalised.

Next steps are for this to be mapped onto our financial model and costed over time. In response to this, the updated policy will be finalised and presented to the board or a representative for review and approval in the coming weeks.