Meeting of the South Bank Engineering UTC School Advisory Board

4.00 pm on Wednesday, 15 May 2019
in South Bank Engineering UTC - South Bank Engineering UTC, 56 Brixton Hill SW2 1QS

Agenda

No.	*Item*	*Pages*	*Presenter*
1.	Welcome and apologies		LM
2.	Declarations of interest		LM
3.	Minutes of previous meeting	3 - 8	LM
4.	Matters arising	9 - 10	LM

Items to discuss

5.	Post Ofsted action plan - updates	Verbal Report	DC
6.	Principal's report	11 - 30	DC

- Quality of teaching, learning and assessment

- Staffing, timetable and curriculum

- Outcomes including raising attainment strategies
- Effectiveness of Leadership & Management
- Personal Development, Behaviour and Welfare
- Safeguarding
- Student recruitment update

7.	School Improvement Plan - Key Updates	31 - 38	DC
8.	UTC finance update	To Follow	CC
9.	Self Evaluation Form	39 - 46	DC
10.	Governors' Training - update	47 - 48	LM

Items to note

11.	UTC risk register	To Follow	CC
12.	Revised scheme of delegation	49 - 66	AE

Date of next meeting
4.00 pm on Wednesday, 19 June 2019

Members: Lesley Morrison (Chair), Ed Arthur, Dan Cundy, Beau Fadahunsi, Tony Roberts, Joanne Young and Leona Ross

Apologies: Ian Brixey

In attendance: Kam Bains, Clym Cunnington and Alexander Enibe

**Minutes of the meeting of the South Bank Engineering UTC School Advisory Board
held at 4.00 pm on Wednesday, 27 March 2019
South Bank Engineering UTC - South Bank Engineering UTC, 56 Brixton Hill
SW2 1QS**

Present
Lesley Morrison (Chair)
Ian Brixey
Dan Cundy
Joanne Young

Apologies
Leona Ross
Ed Arthur
Beau Fadahunsi
Tony Roberts

In attendance
Kam Bains
Alexander Enibe

1. **Welcome and apologies**

    The Chair introduced herself to the SAB (being her first meeting as Chair) and welcomed the governors to the meeting.

    The above apologies were noted.

2. **Declarations of interest**

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

3. **Minutes of previous meeting**

    The SAB approved the minutes of the previous meeting of 27 February 2019.

4. **Matters arising**

    The SAB noted the actions arising from the previous meeting.

    The Principal confirmed that the last year's computer science results were not good but that they are working on doing better next year, as a lot of work has gone into this area.

    The Principal confirmed that the employment engagement schedule is still being developed by the Vice Principal and a lead time would be provided to the employment sponsors in June 2019.

The SAB noted that a survey had just been completed before the Ofsted inspection in February 2019. The Principal confirmed that the Ofsted inspectors said to them that the majority of the staff survey results from their interactions during the inspection were positive. The Principal suggested that another survey would be conducted in the future.

The Principal confirmed that they are currently working on different schemes to incentivise the students for non-late coming. He said they are working on offering the students driving lessons, gym membership at the LSBU etc.

5. **Principal's report**

The SAB noted the Principal's report.

Ofsted action plan – progress update

The Principal confirmed that they have identified five key areas to work on. The five areas are: Quality of teaching, learning and assessment, Quality assurance and staff development, Literacy and communication, 16-19 study programmes and outcomes and Attendance, punctuality and behaviour for learning.

The SAB noted that there are a number of expert inputs into the Ofsted action plan from Rachael Norman (Lambeth Secondary Improvement Advisor), Carolyn Unsted (DfE Education Advisor) and Neil Bramwell (Baker Dearing Trust Educational Advisor). In addition, Racheal Norman will be providing regular inputs, including unannounced visits to lessons to judge progress over time against the plans.

The SAB asked if there would be ragging to monitor how progress is been made. The Principal confirmed that the progress will be monitored and this will feed into the review and improvement plan.

The Quality of Teaching and Learning

On Quality of teaching, there will be development of middle managers. Teachers would invite the SLT to come and see how the students are being taught and the SLT are expected to report back. The Principal confirmed that there is weakness in the book reviews like in engineering subjects.

The SAB asked who checks that the marking policy is working. The SAB noted that the Vice Principal and SLT do the marking scrutiny. The Vice Principal confirmed that the plan is for every unit to have an in-depth marking review. The SAB noted that the UTC is now working with Annette Moses (Vice Principal) from the UAE, who is also at the UTC on marking policy.

The SAB asked how often teachers were expected to mark work and whether every two weeks was enough. The Vice Principal confirmed that two weeks is sufficient for some subjects.

In response to a question, the Vice Principal confirmed that the new teachers have a lesson plan/common starter.

Outcomes 2019

The SBA noted the outcomes 2019.

The Principal confirmed that they have covered the Ofsted areas and can measure their data against the national average and this satisfies Ofsted.

The SAB noted that the UTC does sets and the Principal confirmed that a lot has been invested in Year 10 and this has worked and this can be seen in the mock exams. The Principal also confirmed that Rob Harding has joined the UTC from the UAE on part-time and the UTC have benefitted from this, as Rob is focusing on the UTC 15 (challenged students).

Safeguarding

The SAB noted that there has been no significant safeguarding issues since that last report at the February 2019 SAB meeting. However, the UTC ran a knife arch on 14 March 2019. One student had pepper spray, which is being investigated by the police.

The SAB asked when the SBA scheme of delegation would be ready and the Clerk advised that the scheme of delegation will be on the SBA Board agenda on 28 March 2019, for approval.

Student recruitment, branding and marketing progress update

The SAB noted that the student recruitment numbers for Year 10 is 39 and Year 12 is 142.

The SAB noted that the UTC has employed Marketing and Communications Manager, Charles Feliciano and requested a verbal report from him at its next meeting in May 2019.

The SAB noted that the Principal is in discussion with LSBU about the LSBU Group approach to branding.

Employment Engagement

The SAB noted that the UTC students would need mentoring and commitments from the employment sponsors soon. The SAB noted that Skanska had some restructuring in the last year and this has resulted in a reduced number of apprentice places being currently available.

Attendance update

The SAB noted the positive features that were commented upon by Ofsted and the recognition of progress made thus far.

The SAB noted the Year 11 attendance table, which shows that the attendance continues to be below expectation. The SAB also noted the actions being put in place to deal with area where there is poor attendance.

Staffing update

The SAB noted the recruitment at the UTC at the leadership level, teaching and non-teaching.

6. **Link governor roles' update**

The SAB noted the link governors' roles update.

The SAB agreed that governors should do more link governor visits before the end of the academic year. The SAB requested the Clerk to send reminders to governors.

Lesley Morrison, Chair of the SAB has agreed to be the Pupil premium link governor.

7. **Governors' visit update**

The SAB noted the link governor visit by Ed Arthur.

8. **SBA and SAB Chairs' recruitment update**

The SAB noted the SBA and SAB Chairs' recruitment.

9. **AOB**

The SAB noted Ian Brixey's apologies for the next SAB meeting on15 May 2019 due to prior holiday plans.

A governor pressed the Principal and the Designated Safeguarding Lead (DSL) who was present at the meeting about compliance with the latest 'Keeping Children Safe in Education' September 2018 updates and asked if training had been provided for the changes and that the policies and procedures had been checked for compliance with the updates. The Principal advised that both he and the DSL had both recently been on Ofsted training and were subsequently fully aware of the latest requirements and that all documentation was compliant.

The governor also noted that one of the substantive changes made to this document in para 53 says '*updated to make clear the Board level leadership lead should sit at governing body or proprietor level*' and he requested that this should be raised at the MAT Board level.

Date of next meeting

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4.00 pm, on Wednesday, 15 May 2019

Confirmed as a true record

.... (Chair)

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SOUTH BANK ENGINEERING UTC SCHOOL ADVISORY BOARD - WEDNESDAY, 27 MARCH 2019
ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
4.	Matters arising	The employment engagement schedule is still being developed by the Vice Principal and a lead time would be provided to the employment sponsors in June 2019.	June 2019	Dan Cundy	To do
5.	Principal's report	Ofsted progress will be monitored and this will feed into the review and improvement plan.	June 2019	Dan Cundy	To do
		SBA scheme of delegation will be on the SBA Board agenda on 28 March 2019, for approval.	15 May 2019	Alexander Enibe	completed
6.	Link governor roles' update	The SAB requested the Clerk to send reminders to governors to arrange link visits.	15 May 2019	Alexander Enibe	completed

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South Bank
Engineering UTC

Principal's report to governors.

Dan Cundy. May 2019

Contents

- Quality of teaching, learning and assessment
- Staffing, timetable and curriculum
- Outcomes including raising attainment strategies
- Effectiveness of Leadership & Management
- Personal Development, Behaviour and Welfare
- Safeguarding
- Student recruitment update

Quality of teaching, learning and assessment

During the Ofsted inspection, QTLA was judged as Requires Improvement, which drove the Overall Effectiveness judgement. There are several reasons why QTLA was not seen as being consistently good which include

- Gaps in middle leadership
- High number of pre-qualified and inexperienced staff
- Inconsistency between and within subjects
- Lack of evident progression in books and files
- Lack of knowledge and recall from students despite strong outcomes

KBA is leading the strategic improvement of QTLA through a variety of measures and activities, being rolled out this term into the next academic year. These will be supported by a structured CPD programme, some revision to the structure of the timetable and curriculum and through greater support and development for staff to improve standards in the classroom. Additionally, a 'knowledge-rich curriculum' is being planned for implementation to drive rapid improvements in knowledge acquisition, retention and recall.

Lesson Observation Data

Snapshot lesson observations were undertaken on the 19th and 20th March, where teachers are given 24 notice of the snapshots observations. All staff were provided with written feedback on observations and copies kept as a central record for SLT. Internal grading to lessons was applied, but this is not shared with teaching staff. The teaching standards are the bench mark against which colleagues are observed. The data for March 2019 is provided below.

Outstanding Lessons	3
Good	11
Requires Improvement	3
Inadequate	0

The main strengths included planning of activities, engagement of pupils and classroom management for those judged good and above. Lesson observation data is standardised through detailed discussion by SLT. A further set of observations occurred in the week beginning 18th March. The findings of these will be presented in the next report.

Areas for improvement include a consistent approach to deepening of knowledge, the consistent quality of feedback given to pupils and challenging the most able. Staff have been provided with guidance on how this can be incorporated into a series of lessons through training and resources.

Comparing the data to throughout the year we have the following:

	Oct 2018	Dec 2018	Feb 2019	Mar 2019
Outstanding Lessons	5	3	4	3
Good	10	11	10	11
Requires Improvement	2	2	2	3
Inadequate	0	1	1	

Of the RI lessons observed, one was from a trainee teacher and two from departing members of staff. One member of staff was taken into a capability process in regard to ability to meet the teachers' standards, although this has been cancelled following their resignation.

Learning Walks

Over the second half of term from February to March there were 14 learning walks conducted by members of SLT. The issues identified by the learning walk observations are discussed and then actions implemented on the back of these. Some of the themes that arose are listed below:

Strengths	**Areas for Improvement**
Subject knowledge	Student dress
Student focus	Expectations in some lessons
Presentation in books	Some poor presentation in books
Calm behaviour	Start of lesson
Student	
Conduct	Starter slide to be used
Use of systems	Disengaged students
Lesson planning	Inconsistent Use of systems
Relationships	Use of devices

Teaching staff get feedback on the strengths and areas for attention so that improvements can be made rapidly where needed. This is led by SLT.

Kam Bains is leading a structured CPD programme linked to demands at key times in the academic calendar. The next two weeks will begin the process of introducing and implementing the knowledge-rich curriculum in order to begin reading and planning for a soft launch this term and a hard launch in September.

Staffing, timetable and curriculum

Curriculum

The Key Stage 4 curriculum will be amended slightly to drive outcomes in 2019-20 as follows

All students will study triple science rather than double award. Some will sit foundation tier to ensure all make sufficient progress from starting points. This will support outcomes in the EBacc bucket as computer science, which will still be taught, is a very challenging subject for students with weaker ability.

Religious studies short course, employability level 2 short course

Engineering BTEC level 2, product design GCSE run in parallel

Key Stage 5 will also be amended slightly. The academic and technical level 3 routes remain unchanged. The level 2 Green Power NVQ course was not successful in its current guise, and will be replaced with a one year transition pathway which will comprise GCSE English/maths resits plus a level 3 engineering qualification to build practical and academic capability in preparation for enrolment onto a two year Level 3 programme.

Staffing.

Vacancy being advertised for Lead Teacher of science, biology specialist

Vacancy for product design teacher for forecast student number growth

Vacancy to be advertised for science technician following incumbent's enrolment in teacher training

Vacancy for marketing and communications following departure of previous incumbent; internal capacity in place for admissions

New starter as engineering technician this week

New starter as Product Design teacher in June 2019 – Anna Watson, replacing temp supply cover

Two general SEND TAs being replaced by subject- specific provision at the end of the year

Leadership additions in place – see L&M section

Structure

Austin Sheppard to present proposal

Outcomes

Year 11

Professional Prediction data is gathered on a regular basis, informed by assessments which are benchmarked and moderated against GCSE mark schemes to ensure they are as accurate as possible. As interventions bear fruit, predicted outcomes should continue to rise.

This particular cohort of Year 11 is markedly different to that which preceded and will follow them in that it contains a larger component of students who have enrolled at the UTC by default following school closure: these 12 students from Durand Academy received exceptionally poor provision in Key Stage 3 resulting in considerable learning gaps requiring address on joining the UTC.

Attainment 8

Predicted 40 points on average, against 46.5 nationally (2018). This is based on a cohort which is weaker than average based on CATS baseline data. This represents a gap of 6.5 points.

By group

Low Key Stage 2 22.4 points against 22.6 nationally

Middle Key Stage 2 34.7 against 40.8 nationally

High Key Stage 2 45.5 against 61.1 nationally.

Much of the UTC's narrative focuses on progress from starting points, to indicate the overall journey that students have made since joining the UTC in Year 10, which is presented below. Internal data does indicate that in raw attainment terms, the higher ability students are predicted to achieve significantly below national comparators. Much of this is explained by significant 'lost learning' in Key Stage 3.

Disadvantaged students 41.4 against 46.5 nationally, indicating a gap of 5.1 points; lower than for all students.

Grade 4 + (Pass) and 5+ (Strong Pass) in English and maths

4+ Predicted 62% against 64% nationally

5+ Predicted 31% against 43% nationally

On this measure, disadvantaged students are predicted to do comparatively well at 75% 4+ against 64% nationally.

Grade 4+ and 5+ in maths

4+ 65% against 70% nationally

5+ 42% against 49% nationally

Grade 4+ and 5+ in English

4+ 73% against 75% nationally

5+ 36% against 60% nationally

Progress 8

Note that Progress 8 is not a meaningful measure for UTCs as it covers five years of which the UTC has impact only on two. However, this measure is currently predicted as -0.88, significantly below the national level.

Progress from starting points

This is a key set of data for the UTC, as it shows the impact the UTC has had on its students since starting points, as measured against GL Assessment CATS baseline data. This is a national dataset recognised as being robust by DfE and Ofsted.

Attainment 8 of 40.0 points is +0.44 points against national average GL baseline.

Progress in English from baseline is +1.23

Progress in maths is +0.06

In percentile terms compared to national averages by group, all groups bar girls, EAL and high prior attainers are in the top 25%.
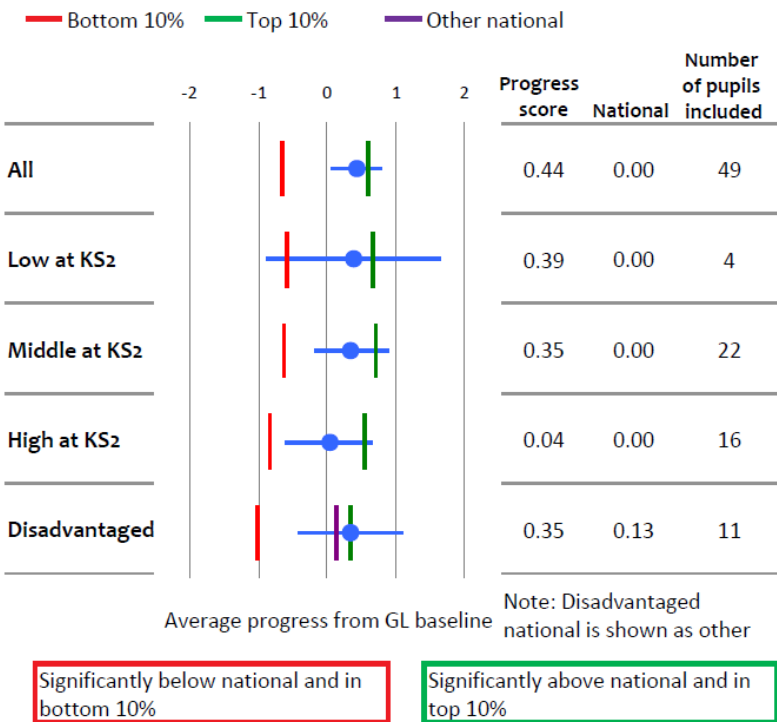
	All Students	Male	Female	Disadvantaged	Non-Disadvantaged	Low KS2	Middle KS2	High KS2	Not EAL*	EAL	No SEN*	SEN Support*	Statement/EHCP*
Cohort for Progress from average GL baseline	49	36	13	11	38	4	22	16	37	12	30	16	3
School Score	0.44	0.43	0.46	0.35	0.46	0.39	0.35	0.04	0.34	0.75	0.55	0.25	0.35
95% Confidence Interval	0.36	0.42	0.70	0.76	0.41	1.26	0.54	0.63	0.42	0.73	0.46	0.63	1.46
Group national mean	-0.02	-0.25	0.22	-0.44	0.13	-0.18	-0.01	0.01	-0.10	0.49	0.08	-0.43	-1.09
Q1	17	10		10	19				19		18	10	8
Q2			26			21	25			37			
Q3								41					
Q4													
Q5													

(Progress Quintiles displaying percentile rank)

By subject, English progress is exceptionally strong, offset by weaker progress in maths and the open bucket. The EBacc bucket is 22nd percentile nationally and science 21st.

Overall (Bottom 20% → Top 20%)

Group	Year	Cohort	Q5	Q4	Q3	Q2	Q1
All	2018						
	2019	49					17
Low at KS2	2018						
	2019	4			21		
Middle at KS2	2018						
	2019	22			25		
High at KS2	2018						
	2019	16			41		
Disadvantaged	2018						
	2019	11					10

English progress from English GL Baseline (Bottom 20% → Top 20%)

Group	Year	Cohort	Q5	Q4	Q3	Q2	Q1
All	2018						
	2019	49					7
Low at KS2	2018						
	2019	4					10
Middle at KS2	2018						
	2019	22					10
High at KS2	2018						
	2019	16					8
Disadvantaged	2018						
	2019	11					10

Mathematics progress from maths GL Baseline (Bottom 20% → Top 20%)

Group	Year	Cohort	Q5	Q4	Q3	Q2	Q1
All	2018						
	2019	49			43		
Low at KS2	2018						
	2019	4			69		
Middle at KS2	2018						
	2019	22			57		
High at KS2	2018						
	2019	16		72			
Disadvantaged	2018						
	2019	11					13

Open element (Bottom 20% → Top 20%)

Group	Year	Cohort	Q5	Q4	Q3	Q2	Q1
All	2018						
	2019	49				32	
Low at KS2	2018						
	2019	4			44		
Middle at KS2	2018						
	2019	22				39	
High at KS2	2018						
	2019	16			43		
Disadvantaged	2018						
	2019	11					20

Differential progress by group is evident although all groups have made a positive progress against national from starting points. High prior attainers remain a priority group.

Overall progress from GL baseline

— Bottom 10%   — Top 10%   — Other national

	Progress score	National	Number of pupils included
All	0.44	0.00	49
Low at KS2	0.39	0.00	4
Middle at KS2	0.35	0.00	22
High at KS2	0.04	0.00	16
Disadvantaged	0.35	0.13	11

Average progress from GL baseline

Note: Disadvantaged national is shown as other

Significantly below national and in bottom 10%

Significantly above national and in top 10%

Significant work is in place to support improvement in outcomes. This includes additional maths teaching capacity through Austin Sheppard with targeted Year 11 students. After school, Saturday and holiday booster classes are taught, as are morning interventions. A Year 11 Academic Coaching day was well received before Easter to support students' independent revision capability. Study Leave is not offered; rather a bespoke programme of revision is in place to support students transitioning towards examinations. PE has been transitioned into Personal Study programmes.

UTC 15. Rob Harding is leading an intervention programme for the 15 students in Year 11 who have indicative data showing the most underachievement. His impact to date has been:

- One student previously refusing to attend school now in education at UAE supporting revision
- All 15 have access to GCSE Pod and three or more online revision provisions; 70% use them regularly
- All but 2 members of the UTC15 attended Easter Booster sessions
- All but 2 members regularly attend before school and after school department led sessions
- All parents have been contacted and sent links to parent led revision techniques/support
- All but 2 members of the UTC15 are informally formally mentored by myself, David, Delma & Abi (weekly checking in sessions)
- All but 2 members of the UTC15 have accessed careers advice or programming
- Vast majority of the UTC15 have confirmed with me their destinations for Year 12
- LAs have adapted their timetables to be present in all UTC15 classes
- Departmental LAs in English, Maths & Science only focus on the UTC15 when intervening

Year 10

Attainment

Professional prediction data for Spring 2 is as follows

Attainment 8 39.7 against 46.5 nationally.

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English and maths 4+ 50% against 64% nationally

English and maths 5+ 23% against 43% nationally

Maths 4+ 65% (70% nationally), 5+ 58% (49% nationally)

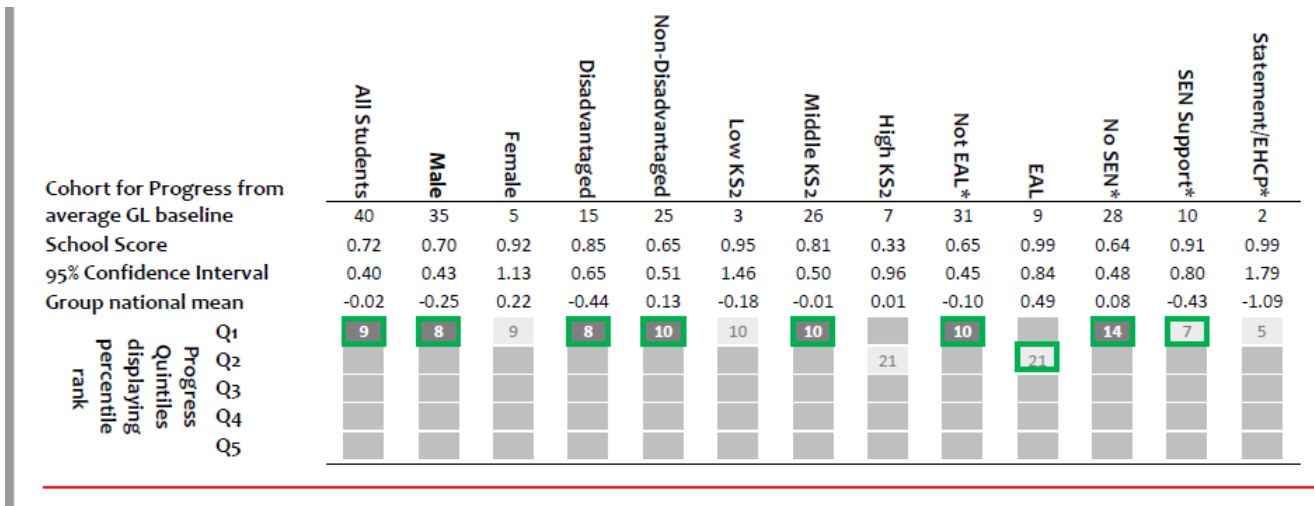English 4+ 75% (75%) 5+ 23% (60%)

Progress 8

-0.48 overall, with a range by group between +0.25 for low prior attainers to -1.42 for high prior attainers, bearing in mind a cohort size of 7 students. Disadvantaged score of -0.69.
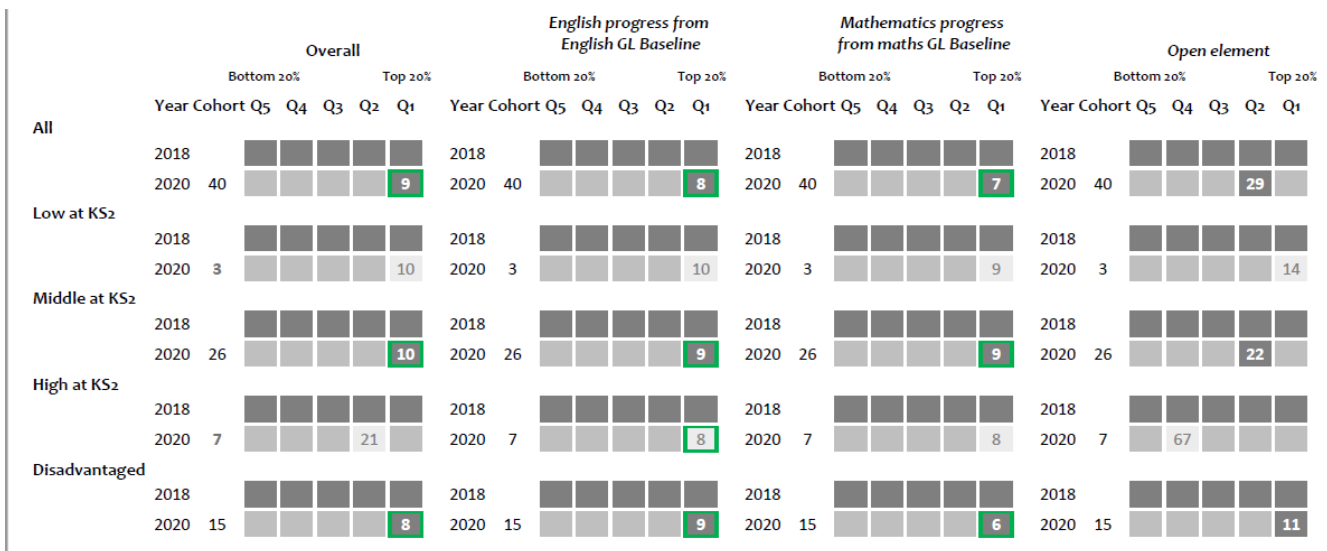
Progress from starting points

Progress from average GL baseline +0.72
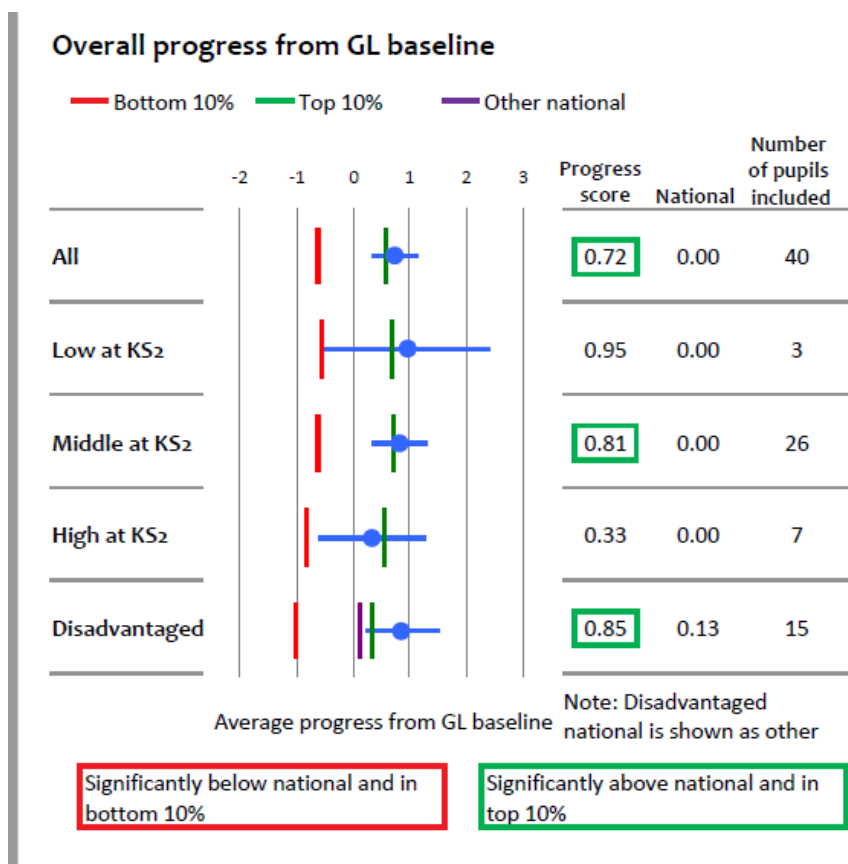
Progress in English +1.00; in maths +1.21

Progress by group in percentile terms as below with all groups performing strongly, again with an internal gap with EAL and high prior attainers.

	All Students	Male	Female	Disadvantaged	Non-Disadvantaged	Low KS2	Middle KS2	High KS2	Not EAL*	EAL	No SEN*	SEN Support*	Statement/EHCP*
Cohort for Progress from average GL baseline	40	35	5	15	25	3	26	7	31	9	28	10	2
School Score	0.72	0.70	0.92	0.85	0.65	0.95	0.81	0.33	0.65	0.99	0.64	0.91	0.99
95% Confidence Interval	0.40	0.43	1.13	0.65	0.51	1.46	0.50	0.96	0.45	0.84	0.48	0.80	1.79
Group national mean	-0.02	-0.25	0.22	-0.44	0.13	-0.18	-0.01	0.01	-0.10	0.49	0.08	-0.43	-1.09
Q1	9	8	9	8	10	10	10		10		14	7	5
Q2								21		21			
Q3													
Q4													
Q5													

Progress Quintiles displaying percentile rank

By subject area there is a disparity with the Open element, which we speculate relates to new engineering and business BTEC outcomes on the new framework being compared for statistical reasons to the old (easier) framework.

		Overall Bottom 20% → Top 20%						English progress from English GL Baseline Bottom 20% → Top 20%						Mathematics progress from maths GL Baseline Bottom 20% → Top 20%						Open element Bottom 20% → Top 20%					
	Year	Cohort	Q5	Q4	Q3	Q2	Q1	Year	Cohort	Q5	Q4	Q3	Q2	Q1	Year	Cohort	Q5	Q4	Q3	Q2	Q1	Year	Cohort	Q5	Q4	Q3	Q2	Q1
All																												
	2018							2018							2018							2018						
	2020	40					9	2020	40					8	2020	40					7	2020	40				29	
Low at KS2																												
	2018							2018							2018							2018						
	2020	3					10	2020	3					10	2020	3					9	2020	3					14
Middle at KS2																												
	2018							2018							2018							2018						
	2020	26					10	2020	26					9	2020	26					9	2020	26				22	
High at KS2																												
	2018							2018							2018							2018						
	2020	7				21		2020	7					8	2020	7				8		2020	7		67			
Disadvantaged																												
	2018							2018							2018							2018						
	2020	15					8	2020	15					9	2020	15					6	2020	15					11

Overall progress

Overall progress from GL baseline

— Bottom 10% **—** Top 10% **—** Other national

		Progress score	National	Number of pupils included
All		0.72	0.00	40
Low at KS2		0.95	0.00	3
Middle at KS2		0.81	0.00	26
High at KS2		0.33	0.00	7
Disadvantaged		0.85	0.13	15

Average progress from GL baseline

Note: Disadvantaged national is shown as other

Significantly below national and in bottom 10%

Significantly above national and in top 10%

Key Stage 5

Outcomes last year were very positive for engineering BTEC in its various sizes and forms, and low for A levels for a variety of well-understood reasons. Predicted outcomes for Year 12 and 13 are below. Some changes to A level physics and maths entries will be made to ensure all students are on the correct pathways to maximise outcomes, with some to be moved to AS courses.

Year 13

Average grade D+ (last year E, C+ nationally)

Value added -0.78 (last year -1.32)

Academic qualifications average grade D+ (E+ last year, C+ nationally) with value add of -0.7

Technical qualifications average grade Distinction- (Distinction last year, Distinction nationally) with value add of +0.03

By subject

Chemistry value add of -0.02, in the 3rd quintile of 5

Computer science value add of -0.1, in the 3rd quintile

A level maths value add of -1.14, in the 5th quintile, noting cohort change will revise this figure upwards

Physics value add of -0.64, in the 5th quintile, again noting cohort change

Core maths value add of -0.54, in the 4th quintile

As with Year 11, considerable intervention is in place to support achievement and progress, including revision and intervention sessions run both in-house and with external tutors, with examination support and focused work on nominated individuals.

Year 12

Average grade C- (last year E, C+ nationally)

Value added -0.40 (last year -1.32)

Academic qualifications average grade C- (E+ last year, C+ nationally) with value add of -0.38

Technical qualifications average grade Pass+ (Distinction last year, Distinction nationally) with value add of -0.13, to increase on publication of updated grades.

By subject

Biology value add of +0.64, in the 1st quintile of 5

Chemistry value add of -0.32, in the 4th quintile

Computer science value add of -0.11, in the 4th quintile

English literature value add of -0.58, in the 5th quintile

A level maths value add of -0.55 in the 5th quintile

Physics value add of -0.47, in the 4th quintile, again noting cohort change

Core maths value add of -0.34, in the 4th quintile

There is a positive sentiment amongst teachers that Year 12 outcomes will improve significantly over time and against previous years. Attendance, work ethic and organisation is improved with this cohort. Maths continues to be an issue, with additions to management capacity supporting in this area.

Leadership and management

A signficant impediment to the strategic improvement planning as identified by the senior team has been lack of capacity both at senior and middle leadership level. Post-Ofsted, action planning has resulted in a commitment in the short and medium term to increase senior leadership team size while progressing towards a model with a strong and stable middle leadership team driving school improvement.

Significant progress has been made in this area. Rob Harding was appointed as Interim Vice Principal on a 0.6FTE basis to the end of the year and has recently been successfully appointed to a permanent Vice Principal position on 0.8FTE, starting in Summer 2. Austin Sheppard has been supporting the team on a consultancy basis and has also been appointed to a substantive Associate Vice Principal position 0.6FTE, starting in Summer 2. Both roles run across both schools in the MAT, giving a joined-up perspective and the ability to leverage and scale successful strategies across the trust. This model of cross-trust leadership is likely to be further developed and scaled over time.

A recent Leadership Strategy Day was important to consider strageic priorities and responsibilities of the newly-formed senior team. Subject to finalising, SLT responsibilities next year will be

Dan Cundy, Executive Principal. Overall accountability for outcomes, safeguarding, staffing, curriculum, governance, finance, recruitment, sponsor relations

Kam Bains, Vice Principal. Teaching and learning including assessment and CPD. Curriculum and timetable. Summative assessment and examinations. Day to day management of the UTC including calendar and events. Line mangement of English, RS and student CPD. Year 11 oversight.

Rob Harding, Vice Principal. 16-19 study programmes including 6th form oversight. Pastoral leadership including behaviour. CEIAG and enrichment. Safeguarding. Line management of science, computer science, PE.

Austin Sheppard, Associate Vice Principal. Staff development including middle leadership development and Beginner Teachers. SEND. Formative assessment and marking. Timetable support. Line management of maths.

David Bell, Assistant Vice Principal. Director of Engineering. Employer projects, rewards, attendance and punctuality. Year 10 oversight. Line management of engineering, product design and business studies.

+Ruth Vandenhautte. Director of Development and member of Extended Leadership Team. Line manages English, RS, student CPD. Teaching and learning research and innovation. Literacy across the curriclum.

SLT are leading on areas of the Ofsted Improvement Plan, which will form part of the revised and updated School Improvement Plan which will be finalised by the end of the academic year. Within this, KBA is leading on QTLA including the knowledge-rich curriculum; ASH on staff development and maths; DBE on behaviour and attendance; Rob on 16-19 study programmes and Ruth on literacy. This division of expertise is useful in driving accelerated progress in each area, with SLT each accountable for a key area of school improvement.

Middle leadership development is a priority, with a shadow role of Director to be built into staffing structure across all subject areas as student numbers increase. In the interim, existing Lead Teachers are being mentored and coached through ASH with support via LSBU and UAE being explored and developed. One Lead Teacher has resigned and will be replaced.

The use of honorariums has added management capacity. These payments are attached to particular responsibilities including Religious Studies, Extended Project Qualification, engineering projects and Lead Internal Verifier. These roles are useful in spreading the management load more widely across the UTC and generating capacity; they also serve to give staff their first steps into management, serving as a training and retention tool.

Consideration is being made to further change to the leadership team internally next year to create capacity to conduct trust development work. This includes the development of growth opportunities to create the scale required to support school improvement and value add across all provision in the MAT. It also includes the development of the UTC's second specialism in medical and health, which will be launched in September 2020, with curriculum and staffing development, equipment procurement, partnership development and marketing ongoing from September 2019.

Personal development, behaviour and welfare

Conduct

Yr10.

Year 10 have continued their positive attitudes and are progressing well. Yr10 have adapted well to the monitoring system and daily scores have increased week on week. Teachers report that Yr10 behaviour for learning is improving and better learning occurs as a result. This monitoring system will continue as a permanent feature for all KS4 cohorts. A clear rewards and sanctions programme operates well and rewards both excellence and improvement. Yr10 Engineering course has concluded with the external assessor passing their work; this has been an important milestone in recognising their achievement. Attendance has dropped 1 PP across a H/T due to a number of illness, injury, medical and family related absence alongside external exclusions for a few repeat students.

Yr11.

Year 11 have seen an improvement in their work ethic, focus and overall conduct as we approach exam season. Attendance has remained extremely consistent alongside PA numbers.
Students have attended a record number of revision sessions over the Easter break and continue to attend intervention sessions and early morning English catch-up.

KS5

- New attendance arrangements for Yr13 working well
- Yr12 attendance arrangements changing from the May H/T
- Heightened behaviour sanctions in light of additional attendance freedoms working well
- PS sessions are now better utilised by students
- Assessed Yr12 work has been approved by the external assessor
- Early lunch arrangements have improved behaviour across lunch time
- Positive outcomes expected for all vocational courses

KS4 Attendance

Yr10

	Attendance %		% Change	PA @ 90%	Student No.	Smooth Av
Term 4 2018/19	94.091	<	-0.442%	0.125	40	95.35
	93.854	<	-0.251%	0.125	40	95.21
	93.593	<	-0.28%	0.15	40	95.02
	93.604	>	0.012%	0.15	40	95.04
	93.511	<	-0.10%	0.175	40	95.01
	93.043	<	-0.50%	0.2	40	94.56
	92.889	<	-0.17%	0.2	40	94.4
	93.026	>	0.15%	0.2	40	94.5

Attendance figures for Yr10 have seen a 1% drop since the wk.21 to 93.03% (94.0% Nat). The three late starters who have had time off due to illness or religious reasons have improved their attendance to more acceptable levels.

We have carried a deficit over from the three students have had a prolonged absence from week 16 onwards. This was due to two foreign funerals and once who has had major surgery. We have however seen a reduction in attendance from a few students who have subsequently had external suspensions. Due to the small cohort size, these have a large percentage effect. Attendance has begun to see improvements and the expectations is we can return to a figure of 94-95% by July 21st.

Yr11

	Attendance %		% Change	PA @ 90%	Student No.	Smooth Av
Term 4 2018/19	92.394	>	0.014%	0.1852	54	94.63
	92.359	<	-0.037%	0.1852	54	94.56
	92.555	>	0.21%	0.1852	54	94.77
	92.34	<	-0.23%	0.1852	54	94.54
	92.27	<	-0.08%	0.1667	54	94.47
	91.797	<	-0.51%	0.203	54	93.98
	91.813	>	0.02%	0.1852	54	94
	91.884	>	0.08%	0.1852	54	93.96

Attendance continues to be below expectation but has a low variance. Attendance since the Easter break has improved and PA has dropped back to 18.5%.

The overall attendance rate is let down by a few students who have very high absenteeism. These students are now working at UAE or on alternate provision and are improving their attendance rates. This will see an end of year attendance rate of c. 92.5%.

Actions

- Continued high priority focus on attendance as a key success indicator of each student
  - Assembly content
  - Focus on references / UTC record of achievement
  - CPD
  - Coaching content / league tables
- A revised system for rewards and celebration of student's attendance for 18/19 is in place to reflect students who make improvements on their attendance each half term.
- Pre-emptive work with students – RHA driving UTC 15 agenda
- Sanctions for attendance via pastoral improved by attendance officer involvement – CBE
- Home visits undertaken by KBA/DRU
- Monitoring report for Yr10
- SLT discussion around 2019/20 sanctions and expectations for both KS4/5

KS4 Persistent Absence

Year %	Cohort size	2018-19	Cohort size	2017-18
10	40	20%	52	9.61%
11	54	18.52%	32	24.24%
Overall PA %	94	19.15%	84	15.29%

Yr10

Persistent absence rates for Yr10 have dropped because of the students who have affected attendance.

- 4 of the 8 students are above 88% attendance
- 7 of the 8 students are above 82% attendance

These students have scope to achieve 90% + before the end of the year.
Only one student has an attendance less than 50% who is being managed by KBA as a safeguarding risk.

Yr11

Persistent absence rates for Yr11 are higher than target.

- 6 of the 10 students are above 82% attendance
- 8 of the 10 students are above 70% attendance

Student attendance in the last two weeks has shown improvement which is the critical factor so close to exams.

Conduct.

Year 10 complex students. All have received a number of fixed term exclusions for a range of incidents. All are at risk of permanent exclusion. Of these, one girl is being educated at UAE on a trial managed move basis. One boy is being educated at UAE on a temporary basis pending a move to a college. One boy is on the verge of permanent exclusion for being in possession of drugs on site. In their absence, a group monitoring system is highly effective at setting and managing consistent expectations of professional and mature conduct, and has had a significant positive impact.

Year 11 conduct is generally settled and professional, bar some emotional needs related to examination stress and students' SEND needs. This is being managed in-house. One school refuser is being tutored outside the UTC but will be sitting examinations on site. Another SEND students is being educated at UAE but will be sitting examinations on site.

Safeguarding

No. of cases at level 1: **Universal**	12
Change since previous report	0
Commentary	

No. of cases at level 2: Child in need of **early help**	0
Change since previous report	0
Commentary	

No. of cases at level 3: **Child in need** of targeted or specialist support	2
Change since previous report	+1
Commentary At a meeting in Croydon regarding one student who is tutored at home due to medical issues the school were informed by social services that the pupil was on a CIN plan. This plan has yet to be shared with the school. A review meeting on another student will most likely result in their removal from the CIN plan.	

Number of cases at level 4: **Child at risk** of significant harm	2
Change since previous report	0
Core group meeting for one 6th form pupil held with the suggestion that they are ready to be removed from the CP plan. No further updates on the other pupil.	

Work with external agencies:
No referrals have been made by the school this month to Lambeth.
The weekly drop in session with School Police Service runs on Tuesday lunchtimes
SPS have spoken to 3 sets pupils and parents regarding threats made by a pupil known to be associated with a gang member. A restorative meeting is planned for May.

Significant safeguarding issues in school since last report:
One 6th form pupil has been excluded for being under the influence of drugs on the school premises. Social services and police were present to support the school.

Education and Health Care Plans. Update since last report: Funding is attached to all EHCP students and is payable from the students' home local authority. There have been considerable challenges in accessing payments; management support is ongoing in this area.

Student recruitment update

Year 10 applications

Year 12 applications, of which internal

Predicted enrolments

Based on our current information including intelligence from previous years, we are predicting numbers as follows

Year group	Forecast no.	Sensitivity	Current applications
Year 10	42	+-10	46
Year 11	38	+-2	
Year 12	85	+-20	195 including 25 internal
Year 13	70	+-5	
Total	235		241
Current total	220		
Difference	+15		

Context

This year has been fragmented. The UTC's previous Marketing and Communications Manager, Jacqui Collins, split her role with an internal HR function. She transitioned to a trust HR role creating a vacancy which was appointed to in February. The new starter has been dismissed for gross misconduct thus creating a gap from May 2019. Admissions is being covered internally through a temporary member of staff, while marketing is likely to transfer to a central LSBU function, in the interim being discharged by Jacqui Collins and the SLT. As a consequence of the truncated and disjointed capacith this year, some opportunities have been missed, particularly in booking presentations to feeder secondary schools. However, the website has been updated and relaunched, and high quality course booklets are available. An electronic interview booking system is in place to book appointments to secure applicants' commitment. Further talks, open events and presentations are planned. Numbers of applications are increasing weekly.

Activity to date

Website launch

Design, publication and issue of course booklets

Redesign and launch of updated Facebook, Twitter, Instagram pages

Brixton Bugle press releases and advertising

Bus back adverts

Banners on church railings on Brixton Hill

Attendance at open events

Presentation at school assemblies, most recently UAE

Next steps

Further open event 8th May 2019 for external applicants

Taster events June-July 2019 to secure commitment

Further commitment-building for internal applicants

Launch of scholarship / laptop scheme

Assemblies at Trinity Academy

Referral scheme launch

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Less Is More

VERSION 1.0
Austin Sheppard
May 2019

Context
Current performance at UTC not perceived to provide value for money in terms of high quality Learning and Teaching or Pupil Outcomes.

Philosophy
That less input (Quantity) would result in higher quality output. A philosophy backed up by the learning from Finnish education and based on standardised norms across education and my own experience in previous roles. Essentially a 'quality not quantity' approach.

Side Issue (but nonetheless important)
The union agreed working hours agreement for teachers is a standard **1265** hours. This is based on 195 working days (190 with student contact).

This is roughly equivalent to 6.5 hours per working day: 6.5 x 195 is equal to 1267.5 hours.
6.5 hours could represent **9am to 12:30pm and 1pm to 4:00pm**
This wouldn't account for the additional work required for Parents' Evenings and Open Evenings and days. With these added in we would still come in over the work hours agreement.

With our current working terms we exceed this by quite a way, my estimates (crude calculations at this stage) are that we currently expect around 1600 hours (this is a minimum) which is around 2 months extra per member of staff when compared with schools nationally. Pay (for staff) doesn't currently reflect the increased hours (i.e. not 20%+ higher).

Solutions
Reduce working day to fit this, reduce number of schools days (2 week October half term, 3 weeks at Christmas, Longer Summer break)

Risks (currently):
- Staff and students are tired, particularly in the afternoons, reducing productivity.
- Quality of Homework and independent study reduced due to students feeling they have a lot of curriculum time.
- Students must develop as independent learners and homework forms a key part of this and this transition needs to be accelerated currently. Work could be done to bring down barriers to students completing homework, particularly with library or study space access.
- Interventions are happening on top of this large amount of curriculum time which diminishes further the work ethic in lesson and productivity of interventions due to learner fatigue.
- Retention and recruitment of high quality staff could be impacted.
- Staff and student wellbeing could be adversely impacted.
- Quality of planning, marking and assessment is impacted by large amount of time staff are contracted for.

Proposal

This part of the proposal devised with a light touch, viable implementation in mind for this September, as a more radical approach may be impossible to deliver in time for September. So some key characteristics remain unchanged (50 minute lessons, subjects studied etc…)

Start
Coaching   8:45 to 9:00
Lesson 1   9:00 to 9:50
Lesson 2   9:50 to 10:40
Break   10:40 to 11:00
Lesson 3   11:00 to 11:50
Lesson 4   11:50 to 12:40
Lunch   12:40 to 1:20
Lesson 5   1:20 to 2:10
Lesson 6   2:10 to 3:00

Lesson 7   3:00 to 4:00 and beyond (intervention and enrichment time to be allocated flexibly)

Subject	Current	New		Notes
Maths	6	5	-1	1 GCSE
Science	9	8	-1	Triple Science
English	6	6	0	Lang and Lit
RE	1	1	0	
PD	1	1	0	
PE	2	1	-1	Timetable at end of day
Product Design	5	5	0	Can extend into period 7 where needed
Computer Science	3	3	0	
Engineering	4	0	-4	Remove for PD
	37	30	-7	

Opportunities

• Coaching time to deliver key learning objectives (Professional development stuff)
• From 3.00 to 4.00 can be used for interventions and enrichment, potential to be used as earned autonomy for students and compulsory intervention for those that aren't.
• Maths, English and Science to be taught early in school day.
• PE to be taught period 6 so that it can run into Enrichment period 7.

- Structure Drop down or enrichment days across whole school periodically to deliver key interventions and statutory commitments.
- More rigorous monitoring of teaching and learning possible due to condensed nature of taught curriculum.
- Dramatically increased enrichment opportunities in the period 7 time.
- Critical staff development opportunities created with increased flexibility.

Example timetable for Year 11

Subject	Monday	Tuesday	Wednesday	Thursday	Friday
Coaching	Coaching	Coaching	Coaching	Coaching	Coaching
Lesson 1	Maths	Maths	Maths	Maths	Maths
Lesson 2	English	English	English	English	English
Break	Duty	Duty	Duty	Duty	Duty
Lesson 3	Science	Science	Science	Science	English
Lesson 4	Science	Computer Science	Science	Science	Science
Lunch	Duty	Duty	Duty	Duty	Duty
Lesson 5	RE	Product Design	Product Design	Product Design	Product Design
Lesson 6	PE	Computer Science	Computer Science	Product Design	Professional Development
Period 7	Extra PE	INTERVENTION ENRICHMENT	INTERVENTION ENRICHMENT	INTERVENTION ENRICHMENT	INTERVENTION ENRICHMENT

Intended Gains
- More focussed marking, planning and assessment
- Culture of independent learning cultivated via use of high quality homework and revision and based upon a sense of urgency
- Clearer and more focussed use of accountability measures, less lessons but bar raised higher
- Much more flexibility available for high quality intervention and enrichment activities, including sports fixtures and creative use of Engineering specialist status
- Motivated and driven staff body
- The working day model will reflect a more flexible nature of the modern work place.
- More flexibility to deliver more staff development, joint planning and moderation opportunities
- Time to focus on the strategies that add the most value (Hattie etc…)
- Time for staff to offer clubs
- Time for staff to complete context specific educational research
- Improved exam performance

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South Bank Engineering UTC

School Improvement Plan 2018-19

Strategic Focus 1 – Offer an outstanding education with high academic standards in a technical context		
Objectives	**Actions**	**Success Criteria/Termly Milestones**
1. Improve A level outcomes so that there is positive value add in all subjects Summer 2019	-Conduct examination review meetings with all subject leaders to understand areas of strength and failure ✓ Complete Sept 2018 -Use performance data to ensure students are on correct pathways – targeted withdrawal as appropriate ✓ Ongoing May 2019	A level outcomes across all subjects show positive VA of 0-0.2 (ALPS 2019 data); No U grades 2019.
2. Improve examination performance in both key stages by making sure students are better prepared	-Increased focus on examination preparation in all subject through papers more in line with final exams in format and time ✓ Ongoing May 2019 -Learning to learn and revision workshops to support students' technique ✓ Year 11 academic coaching day; revision workshops to May 2019 -Stress and anxiety support for students ✓Support in place via pastoral team May 2019 -Improved use of online resources, homework and booster classes across all subject areas ✓Wide range of booster and intervention classes; online resources available. -Use of peer-to-peer mentoring systems ✓ Peer mentoring in place for Year 10 students; Peerz platform launch June 2019.	Students all experienced with final exam format – format used in all mocks Jan 2019 L2L workshops delivered through CPD in Autumn 2018 Support through pastoral team and other sources Homework review positive; review of software, resources and booster classes by Christmas 2018 Mentoring operational by Christmas 2018
3. Improve quality and timeliness of performance data analysis so that all appropriate staff have	-Data gathered accurately and in timely manner, presented to teams in manner suitable to plan interventions ✓In place May 2019, although some training needed for lead teachers	Two week max turnaround for internal and Redborne data; SLT presentation of gaps data with evidence of intervention and action, with evidence of impact by December 2018

	information required to support raising standards	-SLT identifying gaps in performance between groups and subjects, targeting resources appropriately ✓ Ongoing May 2019	
4.	Ensure intervention to improve performance is effective and efficient	-Ensure intervention takes place quickly after each data drop to improve performance ✓ Ongoing May 2019 -Impact of intervention is measurably positive ✓ Ongoing May 2019	Intervention in week after data publication; impact evaluated after each intervention cycle and is positive – review November 2018
5.	Raise the performance of weaker subjects at GCSE and A level	-Focus on QTL in computer science. VP to line manage lead teacher to ensure high quality planning related to PoS driven by spec; subject knowledge strong; strong delivery with effective use of resources ✓ Ongoing May 2019; outcomes stronger	100% good+ teaching evident through variety of review methods via SLT by December 2018; in-year and predicted performance data.
6.	Improve accuracy of predictions	-Support more staff to become examiners of specs they teach (incentives). ✓ In place May 2019 Currently English, maths, science, engineering	One examiner in all subjects – focus on computer science by 2019 series.
7.	Improve quality and consistency of assessment, marking and feedback	-Improved scrutiny and monitoring through SLT to identify strengths, to be shared; identify weaknesses to be promptly addressed through lead teacher management ✓ Ongoing May 2019; PMR and staffing structure to increase accountability of middle leaders	Marking frequent, diagnostic and impactful in all subjects; evidence of progress through range of materials in all subjects
8.	Deliver strong, positive destinations data with no NEETs Summer 2019	-Further develop careers programme with focus on Year 13 and Year 11 students; bespoke support for students at risk of NEET; ✓ External and internal advice in place May 2019	
9.	Narrow the gaps between groups, with a particular focus on the progress and attainment of disadvantaged, SEND and more able students	-Monitor in-year data closely focusing on key groups. Identify gaps and direction of travel. ✓ Ongoing May 2019 -Plan and deliver intervention, deploy resource to leverage performance in key groups ✓ Ongoing May 2019 -Evaluate in-year pupil premium strategy for effectiveness; secure resource to extend programme. ✓ Previous year report published; ongoing evaluation May 2019	All Year 11 and 13 students meet external advisor in 2018-19 academic year. All identified at risk of NEET in all years supported in 2018-19; increased range of supported pathways; support for all students through application process before UCAS deadline Redborne data indicates positive direction of travel: gaps narrowing by Christmas 2018.

	-Further develop G&T programme, supporting challenge in all classrooms; underpinning CPD programme and sharing of best practice. ✓ Work needed here, May 2019	Interventions in place in all subject areas, attended by students; impactful in subsequent assessment cycle Budget finalised with resources deployed to support PP achievement; analysis in-year indicates narrowing of gaps by Easter 2019.
10. Ensure UTC cross-curricular strands of literacy, numeracy and SMSC/employability are developed consistently	-Learning walks and lesson obs to monitor ✓ Ongoing May 2019 -CPD programme to upskill staff ✓ Ongoing May 2019 -Sharing of resources to support delivery in lessons ✓ Ongoing May 2019 -Consistent use of self-assessment of HEARTBEAT criteria to track progress and inform reporting/references. ✓ Ongoing May 2019	All subject areas have strategy for more able, with mechanism for sharing best practice; gap narrowing in progress by Easter 2019. All lessons develop cross-curricular strands in 2018-19 CPD programme results in all staff with expertise to develop strand skills, with resources published and shared
11. Improve attendance to at least the national average for Year 10 and 11	-Monitoring, tracking and intervention in place for students at key threshold points ✓ Ongoing May 2019 -Decisive and effective action for PA students leading to improvement in individual attendance ✓ Ongoing May 2019 -Involvement of external agencies (EWO, social care) where required ✓ Ongoing May 2019 -Preventative work with 'at risk' families as identified by FFT data ✓ Ongoing May 2019	Self-assessments from all students each term stored and used to inform outputs including references Management actions yielding improvements in attendance overall by Christmas 2018. PA reduced to below 2017-18 data initially, then in line with Lambeth average by end of 2018-19 Evaluation of PA students based on FFT data on previous schools: preventative work showing impact on attendance % by Christmas 2018.

Strategic Focus 2 – Recruit, develop and retain excellent staff		
Objectives	**Actions**	**Success Criteria/Termly Milestones**
1. Develop and strengthen internal CPD programme	-Internal CPD to continue to be driven by need, linked to data gathering eg lesson observations ✓ Ongoing May 2019 -CPD to be targeted to individual need, while working within budgetary parameters ✓ Ongoing May 2019 -CPD to include a wider range of contributors and networks to add value ✓ Ongoing May 2019	CPD impactful – topics covered less frequently identified as areas for improvement in observations. Impact by Easter 2019. PMR targets comprise personalised CPD for all staff by December 2018. CPD comprises expert delivery from range of perspectives and sources eg LSBU, other schools by Easter 2019
2. Further develop professional networks to support staff		
3. Develop the capacity and expertise of middle leaders	-Middle Leader Development Group underway – monitor impact in terms of capacity and effectiveness of middle leaders ✓ Ongoing May 2019 -Increased links with middle leaders across networks: Lambeth, BDT and trust ✓ Ongoing May 2019 eg LSBU, professional network	Middle Leaders self-report increased capacity and expertise through surveys 2018-19. Middle Leaders effective at securing strong, consistent outcomes; QTL, marking and assessment, self-review and improvement planning. Links increased and effective at adding value eg subject networks for moderation and standardisation 2018-19
4. Ensure the trust support the effective recruitment, development and retention of staff	-Strategies developed to improve recruitment, particularly into specialism: pathways from LSBU ✓ Ongoing May 2019 -Increased development opportunities promoted across the trust – including secondments and time-limited initiatives ✓ Ongoing May 2019 – cross MAT leaders -Work with trust HR to devise creative and effective recruitment channels and strategies Ongoing May 2019 -Use scale of trust to offer better value recruitment channels Ongoing May 2019	Staff recruitment successful – field of candidates for each role by May 2019; pathways from LSBU into engineering roles Evidence of cross-trust developments in place eg joint projects, secondment 2018-19 Central HR supporting with longer-term strategies eg teacher development, wider partnerships 2018-19 Central HR facilitating more cost-effective recruitment per post advertised by end of 2018-19
5. Develop strategies to reduce workload and increase staff wellbeing	-Social committee – ensure range of activities to increase wellbeing -Introduce high impact, low cost wellbeing strategies eg healthcare apps, CPD on mindfulness ✓ Ongoing May 2019 -Staff praise and recognition ✓ Ongoing May 2019, more to do here	Social committee active in promoting wellbeing by Dec 2019; positive suggestions of strategies to SLT Wellbeing strategies in place, positively received

		-Evaluate systems and practices to reduce workload ✓ Ongoing May 2019 -Secure increased budget to offer staffing structure to reduce workload ie fewer multi-faceted roles ✓ Ongoing May 2019	Positive recognition of staff performance; rewards Workload initiatives in place and generating evidence of success by Christmas 2018 Increased budget / revised budget securing increased staff headcount by end of 2018-19
6.	Listen to staff voice, acting on concerns and recommendations	-Evaluate staff survey (October 2018) outcomes – act on issues ie workload, stress, approachability of management through range of strategies ✓ Completed May 2019	Staff survey outcomes acted on successfully by Feb 2019

Strategic Focus 3 – Maintain financial sustainability		
Objectives	**Actions**	**Success Criteria/Termly Milestones**
1. Increase student numbers	-Refine marketing strategy to increase reach of UTC publicity: build on evaluation of WWW/EBI from previous strategies ✓ Strategy in place September 2018 -Increase number of external events attended by UTC: marketing push out to local schools ✓ Work ongoing October 2018 -Increase numbers of attendees at internal events: effective range, type, format and frequency of comms ✓ Ongoing October 2018 – positive so far with October event record turnout -Improve proportion of applicants who enrol through range of 'keep warm' techniques and events: interviews, range of comms and events to secure enrolment; link to curriculum choices. ✓ Ongoing October 2018 -Improve visibility and effectiveness of social media posts ✓ Ongoing October 2018, purchase of Facebook ads	Strategy further evaluated mid-year for value against applications and open event attendance by May 2019 Increased number of engagements in place, with wider range of schools engaged by May 2019 Number of attendees increased 25% over 2017-18 figures by end of 2018-19 Enrolment:Application ratio 20% greater than in 2017-18 through effective communications, engagements and interviews by end of 2018-19 Twitter, Facebook (including promoted content) and Instagram gaining 25% increased reach, shares and likes by end of 2018-19.

2.	Increase value add provided through trust	-Increase provision of shared services to cut costs/secure best value ✓ Ongoing October 2018 -Use buying power of trust to secure better value – eg catering and cleaning contracts x Not yet - October 2018, although some success eg JPL -Further develop range of academic engagements including projects ✓ Ongoing October 2018 -Further develop range of academic support engagements eg UCAS and CV workshops, mentoring ✓ Ongoing October 2018 with more activities to book	Shared services cutting costs year-on-year eg site management, PE provision, payroll Contracts renegotiated at lower cost through trust by end 2018-19 Increased number of LSBU projects in place, with increased number of students involved in projects (25% over 2017-18 figs) Wider range of careers engagements with opportunities for all Year 11 and 13 students 2018-19
3.	Increase revenue generation	-Work with trust to increase lettings income x Not yet - October 2018 although new BM in place -Work with trust to seek opportunities to start and operate micro-enterprises eg EBay stores retailing student-made engineered products x Not yet - October 2018 although new BM in place	Lettings increased - £10000 target achieved in 2018-19 Micro-enterprises operating and generating revenue by end of 2018-19
4.	Improve efficiency and cost-effectiveness	-Begin to develop strategic recommendations eg apprenticeships, KS3 provision x Not yet - October 2018 although discussions with trust ongoing -Explore opportunities to refine staffing and other models to reduce costs eg through SLAs with Trinity Academy x Not yet - October 2018 although new HR Manager in place	Report on strategic recommendations published to trustees by Christmas 2018 for action, grounded in evidence and research Trust supporting to cut costs through cost-effectiveness including via Trinity and UAE working by Easter 2019

Strategic Focus 4. Foster strong and progressive partnerships

Objectives		Actions	Success Criteria/Termly Milestones
1.	Ensure all students have access to a wide range of projects, trips and activities	-Further develop project and TVE programme to include all students ✓ Ongoing October 2018	All students have access to at least two engagements per year including visits and work experience 2018-19
2.	Ensure all students have access to high quality advice and guidance	-Recruit careers advisor independently of UTC ✓ in place October 2018	Independent careers advisor in place November 2018; all Year 11 and 13s included plus vulnerable / at risk of NEET

3. Ensure all students have access to at least two employer or university led projects in any academic year	-Secure guidance and advice from a range of sources eg Expert Witness sessions ✓ in place and ongoing October 2018 -Finalise dates and commitments for all employer projects for the academic year ✓ Ongoing October 2018 -Develop engagements with further partners ✓ Ongoing October 2018	Expert Witness sessions calendared for academic year with range of leaders All students have at least two project opportunities in 2018-19 Increased range of partners engaged delivering projects in academic year 2018-19
4. Support governors to ensure they are able to add value, offering sufficient support and challenge	-Ensure all link governor roles are filled ✓ in place October 2018 -Support governors to ensure link governor visits take place, are recorded and evidenced, with governors able to build expertise and offer challenge/support ✓ Ongoing October 2018 -Ensure that information is presented to governors in a manner which enables them to challenge and support effectively. ✓ in place October 2018	All link governors conduct targeted visit before Christmas 2018 Evidence of challenge and support more comprehensive through visit reports and minutes Improved format for information presentation to enable further challenge and support.

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South Bank Engineering UTC

South Bank Engineering UTC

SEF 2018-19.

==We believe that South Bank Engineering UTC is a good school.==

Being initially conceived in 2010, opened in September 2016 with our first students and having our UTC purpose-build recently completed, this is a school with a clear vision, that is delivering well for our students. Every one of our 2018 Y11 and Y13 cohorts stayed in education, or found good quality apprenticeships, or employment. We have examples of students' progress that make heartening reading. Many of our GCSE students stayed into our sixth form, having made excellent 2-year progress in their studies, to leave, from low bases at the start of Year 10, with GCSE grades in line with national. The current Y11 and Y13 cohorts are making similarly strong progress, albeit our Y11s from a very low base. These successes are built on a unique curriculum and a depth of reflection in leadership that allows us to build on success and to acknowledge and remedy, areas that are weaker.

UTCs are a very different educational institution to other maintained schools. 2018 headline P8 figures are predicated on KS2 attainment data and our students did not join our college until the start of Y10. This makes our 2018 attainment outcomes extremely good, being in line with national overall and above national in some areas, notably in English and for boys (84% of our cohort) nationally. Current academic progress is also good and predictions for outcomes in 2019 are strong. On the positive side, most of our students chose to be here, having opted because of our very different curriculum and ethos, but our first two Y10 intakes have been a 'mixed bag' Many started from a low base, with at best, a mixed experience of school (25% from one very poor school that closed) at KS3 and at worst, a track record of exclusion and poor attendance. From this, perhaps unpromising launch pad, every one our students went on to employment or further education and training (zero NEETs in 2018, KS4, and KS5). We believe that is a remarkable, outstanding, outcome for our students.

The September 2018 Ofsted handbook is very clear that our students should be judged with reference to both academic outcomes and the quality of their destinations on leaving. Paragraph 185 of the document says:

185. Inspectors will take account of current standards and progress, including the school's own performance

information, and make a relevant judgement on academic and other learning outcomes for pupils by evaluating the

extent to which all pupils:

- *progress well from their different starting points and achieve or exceed standards expected for their age nationally (at the end of a key stage), or within the school's own curriculum*
- *attain relevant qualifications so that they can and do progress to the next stage of their education into courses that lead to higher level qualifications or into jobs that meet local and national needs.*

UTC South Bank Engineering is part of a two-school Multi-Academy Trust, South Bank Academies. The trust is part of a wider group structure as part of London South Bank University. LSBU is able to add value through shared service provision, central expertise and support and through links to industry and academic input.

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Overall effectiveness is judged to be Good

Good☐☐☐☐☑☐☐☐☐☐**Outstanding**

</div>

We believe UTC South Bank Engineering to be good in all the key inspection handbook inspection areas.

Leaders, including **governors** have a clear, shared, vision of high expectations for all that has been transmitted effectively to students and staff. As a result, **outcomes for students** are very good in KS4 and in our **16-19 study programmes**. They are excellent in terms of the destinations our students secure. In addition, the **quality of teaching and learning** is at least good and in some subjects, especially in KS4 English and in our flagship KS5 L3 vocational engineering diplomas and KS4 L2 BTEC engineering, high quality teaching leads to excellent outcomes from low starting points. Students progress very well in their **personal development**. The college is a calm place in which to study and to work and students respond to this 'world of work' ethic, so that **behaviour** difficulties raise their head in few lessons. Student **welfare** is of prime concern to us. Nearly 50% of our current Y10 students are pupil premium pupils and we have some significant SEND needs. Thus s**afeguarding** has to be excellent. Students and their parents say they feel safe and that enjoy their time here. Persistent absence is reducing, though our absence figures are skewed by a small number of students with particular needs. There were were no permanent exclusions in 2017-18. Careers guidance is strong and combined with a comprehensive programme of **SMSC**, work experience and working with industry partners in college, helps students to be successful on interview.

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Outcomes for children and learners is self-assessed to be Good
Good☐☐☑☐☐☐☐☐☐☐**Outstanding**

</div>

We judge this section to be good because:
Our student destinations are excellent and our students' academic performance, from some low baselines at KS4 and shown by very good Engineering outcomes at KS5 and improving 'A' level outcomes for current students, are strong

2018 Outcomes:
- Student destinations are excellent. At KS4 and at KS5 we had no neets in 2018. A large proportion of those students progressed into our sixth form (65%) and the quality of the Year13 destinations was very high.
- Year 11 outcomes in 2018 were above the national average (2017) in English, Basics, Science, Engineering and Attainment 8 overall. From low bases, especially in literacy, this shows extremely good progress in their two years at the UTC. Weaker subjects in 2018, e.g. computer science are showing pleasing improvements in the performance of current students.
- Progress 8 -0.30 (provisional 2018) although the upper error bar was above zero, showing that even P8 progress was in line with national. P8 progress was well above the UTC average (-0.87 2017).
- It is worth noting that achievement in Progress 8 and Attainment 8 was well above that of students who transferred schools in Year 10 in Lambeth overall (44.7 Vs 40.8 and -0.30 Vs -0.54).

Next steps - to 'outstanding':
- *Improve 'A' level outcomes – below target and national average (2018). Post-mortem completed and action plan in place*
- *Increased focus on examination preparation for all years*
- *Close analysis of in-year data to inform intervention and support*
- *Improved use of intervention time during Period 7 in all subjects*
- *Intervention in place to completely close gaps between key groups: disadvantaged, SEND, low and high prior attainers.*
- *Management intervention in place to increase performance of students in comparatively weaker subjects e.g. computer science*
- *Support in place for students in Y13 further to secure high quality destinations*

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- Performance in engineering is strong. Evidence e.g. Year 11 BTEC L2 5x nat av. at Distinction+ 2018. BTEC L3 academic results 91% Distinction+ Year 13 2018.
- Performance English is strong. From reading ages below expected at the start of Y10 and literacy skills that were weak, students gained national average results. Few students come to us with high ability in Y10, but we know this is an area where we need to do further work.
- Our GL progress measures (measuring progress across GCSE) showed very strong performance in almost all subjects.
- Although vocational outcomes at KS5 were very good, 'A' level outcomes were not where we'd like them to be. They had a negative VA and were below national in all subjects. There were reasons for some underperformance, but again, this is an area for further improvement before we can consider ourselves to be 'outstanding'. Measures are in place and indications are that improvement is already happening.

2019 predictions. (2018 predictions were accurate in most areas)

- Year 11 2019 on track to exceed CATs targets in all subjects (Redborne October 2018).
- Year 13 2019 on track to achieve positive value add in all subjects at A level (this will be a significant improvement if realised) and BTEC (Redborne October 2018).
- Agile responses made to BTEC framework challenges: QCF and NQF pathways along with L3 business introduced to ensure strongest outcomes for Year 13 groups given ability profile.
- Improved ability to create revised curriculum pathways for Year 13 students unlikely to achieve initial course targets.

Quality of teaching, learning and assessment is self-assessed to be Good
Good☐☐☐☐☑☐☐☐☐**Outstanding**

We judge this section to be good because:
Our academic outcomes are good, but also the personal development of our pupils from being, often, unconfident starters, to confident individuals, ready for their next steps in education, or the world of work, is down to the skills of our staff and especially classroom teachers. Our good assessment practices support timely intervention and the identification of areas for students to develop in class.

Quality of teaching	2018-19
Good or better	89%
Requires improvement	11%
Inadequate	0

- Marking and feedback is often good but variable and requires further development; pockets of outstanding practice: a key CPD focus
- Marking systems for engineering and computer science introduced to ensure high quality dialogue and feedback
- Teaching is focused on specifications and exam board outcomes but can lack variety in style
- Support staff are used well with increased capacity and expertise recently
- Systems for monitoring the quality of teaching are embedded and rigorously quality assured
- Standardisation and moderation is developing with further partnership work planned

- The overwhelming majority (89%) of all teaching in the UTC is judged to be at least good (2018-19 data to date) based on formal observations and learning walks. This is the best profile since the UTC opened. There is no inadequate teaching. The only RI teaching is from teachers yet to qualify.
- The UTC's vision and values are clear, well understood and respected with HEARTBEAT employability developed through lessons
- Teachers plan effectively and set appropriate tasks based on systematic assessment. Progress data informs planning.
- Differentiation is developing partly due to increased SEND support capacity and is often good but is inconsistent between staff and not as good in pushing the very brightest students: a key focus of CPD.
- The progress of students is tracked closely and appropriate interventions and resources are in place to support those who are underachieving. Targets are clear and communicated to all staff and students. Feedback is appreciated by students and is given in line with college policy and parents are kept well informed of students' progress.
- The vast majority of students set high aspirations of themselves, are engaged and keen to do well.
- UQ teachers are supported and developed through a bespoke programme although there is a body of staff inexperienced at guiding students through examination cycles in new frameworks.
- Key staff in English, maths and science are examiners for their specifications at GCSE, adding expertise and reliability of assessment.
- New subjects and lack of resourcing has hindered preparation on exam technique and this showed, especially in 'A' levels in 2018; measures are now in place to make positive impact in this area.

Next steps - to 'outstanding'
- *Improve consistency of marking and feedback so all learners in all subjects know how to improve, especially in 'portfolio subjects'*
- *Improve teaching of examination technique, making use of professional networks for support with new specs*
- *Continue to build range of assessment techniques across lessons and across teams*
- *Continue to develop moderation and standardisation to increase confidence in grade accuracy*
- *Further improve differentiation especially for the more able*
- *Further develop UTC-specific themes across the curriculum*
- *Further embed employer projects across subject areas*

Personal development, behaviour and welfare is self-assessed to be Good
Good☐☐☐☐☑☐☐☐☐☐Outstanding

For many of our students, their time at South Bank Engineering UTC is transformational. From mixed beginnings, it is a pleasure to see them develop into the confident, well-behaved and articulate young adults who leave us to go on to promising futures. Their attendance improves from low levels before joining us and through their courses as do their levels of exclusion and their behaviour. The UTC is a business like and cordial place in which to study and to work, with few lessons interrupted by poor behaviour.

- Behaviour in lessons and around the UTC is good. Our recent SIA visit report confirmed this, saying '*Behaviour across the UTC is extremely good and students conduct*

- As a result of effective safeguarding, students feel safe and parents tell us their children feel safe (survey data October 2018)
- Attendance and Punctuality are high priority and the UTC has measures in place to ensure improvement. KS4 attendance is not above national average (94% for 2017-18, Y7-11) yet, but is in line with the UTC national average (2017) and the national average for comparable year groups in Year 10 and 11.
- Student voice and leadership is articulated through the Student Council, Senior Student team and student surveys and focus groups, and has a voice into decision-making.

themselves well. Teachers take ownership of behaviour management in their own classrooms. A small number of students require additional support and intervention to meet expectations from the dedicated pastoral team.

- Students display good manners, respect and courtesy to others. Kindness focus is working well linked to rewards. Behaviour in lessons and around the UTC is good.
- Students show respect for British values including democracy, the rule of law, tolerance and respect. Taught content supports in this area, especially in the SMSC programme.
- South Bank UTC values are embraced by both staff and students, who 'buy into' the focus on professionalism and development of their employability skills.
- Relationships between staff and students are good and characterised by professional conduct, positivity and mutual respect.
- Systems to capture and reward positive or negative conduct are clearly established and work effectively although they occasionally require more consistency especially with new staff.
- Safeguarding systems are effective and have been externally audited for resilience (DfE Jan and April 2018 and Lambeth Feb 2018). Students understand these systems and are aware of how to keep themselves and others safe.

- Students have a budget to help them keep ownership of the building and resources.
- Peer Mentoring has been very successful – beginning again for 2018-19 in November
- Bullying is rare and dealt with swiftly.
- Exclusions data is below UTC average (2017-18) and we had no permanent exclusions in 2017-18.

Next steps - to 'outstanding'
- *Focus on achieving above target attendance overall and for all groups*
- *Intervene successfully with the small number of students presenting complex pastoral needs*
- *Further embed peer mentoring systems and develop climate of self-management*
- *Consolidate the threading of the prevent agenda and values throughout the curriculum*
- *Further work to minimise low-level conduct issues and promote even more, self-managing, professional conduct.*

Effectiveness of leadership and management of the UTC is self-assessed to be Good
Good□□□□□□□☑□Outstanding

Since their appointment in 2016, pre-UTC opening, the leadership team have strived, with notable success, to foster an atmosphere of high achievement. Leaders and staff at all levels have responded positively to this. The impact is reflected in both student outcomes, students' excellent personal development and in the good quality of teaching. Students are kept safe and thrive in a culture of ambition. All leave us with a sense that they can succeed in the STEM pathways of their choice.

- Safeguarding systems are now excellent, following a range of actions as identified by DfE and Lambeth reviews (Jan, Feb 2018).
- There is a clear vision, shared by all, of high expectations for all, driven through consistent and clear messaging e.g. HEARTBEAT and pastoral programme.
- The leadership team, including governors, are effective due to consistent pursuit of high performance in all of the UTC's activities. This results in high levels of achievement and good progress and personal development.

- The curriculum is appropriate to deliver the UTC's distinct vision and has positive impact on behaviour and safety. It supports learning well and promotes students' personal development and development of technical skills through projects which are employer-led.
- SMSC and employability development is evident through the curriculum and widely through UTC life including the pastoral programme. These well-constructed programmes help students to show respect for British values including democracy, the rule of law, tolerance and respect.
- Health and Safety is well managed with a designated staff member; site supervisor post advertised to support further
- Leaders actively quality assure their judgements with strategic partners and there is a constructive, forward-looking relationship with other partners including

- Leaders benefit from external reviews in the form of termly Lambeth School Improvement Partner visits, annual mock Ofsted reviews (via Judicium) and termly Baker Dearing Trust Educational Advisor visits along with termly DfE review visits. WE are a highly reflective leadership team and we welcome feedback, which is triangulated and informs review, reporting and strategic action planning.
- Leadership is still developing at departmental level due to inexperienced managers in post, but is an area of SLT focus with a development plan in operation.
- Leaders, managers and governors base their actions on an increasingly accurate understanding of the UTC's performance. SLT focus on accuracy of predictions. Governors' fiscal management, with the support of our sponsors, is excellent. The UTC has operated a budget surplus in both open years.
- The LGB works effectively and provides rigorous scrutiny and support: it has been restructured following a review to now constitute a School Advisory Board (SAB) reporting into the trust board.
- Training has been put in place for governors including Prevent and Ofsted.
- Quality and commitment of all staff is excellent. Morale is good (Staff survey October 2018). Retention is good.
- Essential systems work smoothly and effectively and are consistently refined.
- There is a commitment to growing staff internally and providing them with support, CPD and opportunities are intrinsically linked to areas for development, the UTC aims and appraisal. In-house training has clear impact.
- PMR systems are strong and appropriate, driving improvement in performance and are linked to pay and progression.

- sponsors, partner companies and other schools.
- Parent/Carers are frequently provided with information about their children's education and are positive about the UTC (survey 2017, new survey out 2018)
- The Improvement Plan provides an ambitious, focussed agenda for the continuing positive development of the UTC.
- Work is in place to further promote staff wellbeing on a number of fronts.

Next steps - to 'outstanding'
- *Rapid development of middle leader programme including departmental self review*
- *Further development of CPD programme for all staff, including non-teaching staff to increase performance and sustain retention*
- *Development of further strategies to increase student recruitment and to further drive financial efficiency and effectiveness*
- *Work with partners more effectively to secure destinations and to prepare for Ofsted.*
- *Further evidencing of challenge and support from LGB through minutes and visit records*

Sixth Form provision is Good

Good☐☐☐☐☑☐☐☐☐☐**Outstanding**

Our sixth form provision is focussed upon both academic outcomes and upon the destinations of our leavers. In the former, 2018 saw strengths, but lower results than we'd hoped in 'A' level subjects. Current students are performing significantly better across the board. The latter was everything our students had hoped for, with all leavers getting the destination for which they had worked. Some destinations were prestigious and were beyond expectations at the start of their courses.

Outcomes for Students; 16-19 study programmes

- Technical outcomes are very strong – positive VA. Sub Dip engineering L3 94% Distinction+.
- A level outcomes low 2018 – low VA in all subjects. Range of strategies in place to remedy for 2019, with data more positive June 2018.
- Partnerships with sponsors have included opportunities for trips and work experience. They have added great value to our curriculum offer.

The effectiveness of leadership and management; 16-19 study programmes.

- The sixth form is well led through lead teachers and the senior leadership team, with dedicated pastoral support in place.
- Learners follow bespoke programmes, individualised to their own needs, especially in Y13. Courses on offer have expanded and are in line with vision, values and specialism: BTEC frameworks align with securing highest outcomes for students.

The quality of teaching, learning and assessment; 16-19 study programmes.

- The quality of the support teachers give to sixth form students is reflected in their academic outcomes, together with the quality of their eventual destinations. Destinations were positive: all students who applied through UCAS secured a university place and students found pathways into higher apprenticeships with UTC partners. This is testament to the guidance they receive both through CIAG and from their industry-experienced teachers. Sponsors also added value to destinations: Skanska (apprenticeship offers, careers input), LSBU (unconditional offers). We had 0% NEETs 2018.
- Learning walks Sept 2018-present have shown that courses are being well taught, reflecting the strong progress if current students. We have seen significant improvements in student progress in 'A' levels, indicating that teachers have reflected on last summer's results and have improved practice for current 'A' level students. The quality of teaching in vocational subjects remains at a high level.
- Add a bullet for assessment…

Personal development, behaviour and welfare; 16-19 study programmes.

- Over the first two years, entry criteria are now more appropriate to improve retention and completion of courses.
- Students enjoy the UTC and report positively on surveys (2017-18, new survey in progress)
- Support is given appropriately to develop students more widely: for example through EPQ and UCAS. Sponsor support from LSBU very useful.
- Opportunities to enrich the curriculum are provided e.g. Arabic, 3d printing.
- Advice and guidance is provided both in-house and through external sources for students to make decisions e.g. Start, UTC Hub, Skanska graduates. Destinations show the success of this guidance.
- Attendance is good for most students but not yet for all.

End. Revised January 2019

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	CONFIDENTIAL
Paper title:	Governors' training - update
Board/Committee:	UTC School Advisory Board meeting
Date of meeting:	15 May 2019
Author:	Alexander Enibe, Clerk to SBA Academies
Sponsor:	Lesley Morrison, Chair of SAB
Purpose:	For Information
Recommendation:	The SAB is requested to complete trainings.

Executive Summary

The SAB is requested to complete the following online training courses, which have been arranged for the SBA directors and governors:

- The Child Protection for School Governors (safeguarding).
- Prevent Duty – please follow this link and click London – Education (schools) - Governor
- Safer Recruitment (for selected SAB governors only)

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	CONFIDENTIAL
Paper title:	Revised Scheme of Delegation
Board/Committee:	UTC School Advisory Board meeting
Date of meeting:	15 May 2019
Author:	South Bank Academies Board
Sponsor:	Lesley Morrison, Chair of SAB
Purpose:	For Information
Recommendation:	The SAB is requested to note the SBA revised Scheme of Delegation.

Executive Summary

The SAB is requested to note the SBA revised Scheme of Delegation.

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Scheme of Delegation for ~~Local Governing Bodies~~School Advisory Boards

South Bank Academies

Jaime ~~Parkes~~Hobday
Email: jparkes@**vwv**.co.uk
DDI: 0121 227 3703
Reference: jxp/cxa/2ll07/00~~1902~~

Contents

Appendix

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1   Introduction

This Scheme of Delegation has been made by the Trustees of South Bank Academies (~~the~~ "**SBA**") pursuant to Article 100 of its Articles of Association.

2   Remit

Broadly, the role of each of SBA's ~~Local Governing Bodies~~School Advisory Boards (each an "**SAB**~~LGB~~") is to provide focused governance for South Bank Engineering UTC (the "**UTC**") and the University Academy of Engineering South Bank (the "**Academy**") at a local level. Each ~~LGB~~SAB monitors the UTC's and Academy's key performance indicators and acts as a critical friend to their respective Principals, providing challenge where appropriate.

The ~~LGB~~SABs carry out their functions in relation to their respective UTC and Academy on behalf of the Trustees and in accordance with policies determined by the Trustees. The act of delegation by the Trustees to each ~~LGB~~SAB is a delegation of powers and duties, and not a delegation or shedding of responsibilities.

In this Scheme:

- each member of an ~~LGB~~SAB is a "**Local Governor**";

- those members of an ~~LGB~~SAB who are parents or guardians of pupils at the UTC or the Academy are referred to as "**Parent Local Governors**";

- those members of the ~~LGB~~SAB for the Academy who are members of teaching or non-teaching staff at the Academy are referred to as "**Staff Local Governors**";

- references to the "**Trustees**" are to the board of directors and charity trustees of SBA; and

- references to the "**Chief Executive Officer**" are to the Chief Executive officer of SBA (whether an interim or permanent office).

3   Composition of ~~Local Governing Bodies~~School Advisory Boards

3.1   South Bank Engineering UTC

The ~~LGB~~SAB for South Bank Engineering UTC comprises a maximum of twelve members who are known as **Local Governors** and will include:

- up to 5 members appointed by the University Sponsor;

- 2 members appointed by the Employer Sponsors;

- the School Principal of the UTC ~~or the Executive Principal of SBA (as determined by the Trustees)~~;

- 2 elected parents or guardians of a pupil at the UTC; and

- up to 2 such other members as may be appointed by the Trustees from time to time;

provided that at all times, more than one half of the total members of the ~~LGB~~SAB shall be appointed by the University Sponsor and the Employer Sponsors in accordance with Article 102.

3.2   University Academy of Engineering South Bank

The ~~LGB~~SAB for the Academy comprises a maximum of twelve Local Governors and will include:

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- the School Principal of the Academy or the Executive Principal of SBA (as determined by the Trustees);

- 2 elected parents or guardians of a pupil at the UTC;

- up to 2 employees of the Academy; and

- up to 7 such other members as may be appointed by the Trustees from time to time.

3.3 Terms of office and declarations

Each LGBSAB shall have an LGBSAB Chairman and an LGBSAB Vice-Chairman.

The length of service of all Local Governors shall be three years. Subject to remaining eligible to be a Local Governor, any Local Governor may be reappointed or re-elected at the end of his or her term.

Every person wishing to become a Local Governor will be required to sign a declaration of acceptance and of willingness to act as a Local Governor, in the form set out in Appendix 1 or as prescribed by the Trustees from time to time, and shall make disclosures for the purposes of a criminal records check by the Disclosure and Barring Service.

4 Commitment of Local Governors

Local Governors are asked to:

- prepare for and make an active contribution at meetings of the LGBSAB;

- champion the UTC or Academy in the local community;

- familiarise themselves with the UTC's or Academy's policies;

- visit the UTC or the Academy both during school hours (with the prior agreement of the relevant Principal) and for evening events to get to know the UTC or the Academy and to be visible to the UTC or Academy community; and

- attend, where possible, training sessions for Local Governors.

5 Appointment and particular responsibilities of Local Governors

5.1 LGBSAB Chairman

The LGBSAB Chairman is appointed by the Trustees. The term of office of the LGBSAB Chairman is three years, but the LGBSAB Chairman is eligible for reappointment at the end of that term.

The Trustees are entitled to remove the LGBSAB Chairman from office at any time, although this is without prejudice to the individual's position as a Local Governor.

The LGBSAB Chairman will ordinarily meet with the Chairman of the Trustees, the Chief Executive Officer or the Executive Principal (as determined by the Trustees) and the School Principal of the UTC or the Academy and the Clerk to the LGBSAB before the start of the academic year to plan the work of the LGBSAB for the year.

The responsibilities of the LGBSAB Chairman include the following:

- to chair meetings of the LGBSAB;

- to set the agenda for meetings with the School Principal and Executive Principal and LGBSAB Vice-Chairman;

- to report to the Trustees in writing following each LGBSAB meeting, if requested to do so by the Trustees;

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- to give an oral summary of the ~~LGB~~SAB's deliberations if requested at meetings of the Board of Trustees; and

- to provide a direct link between the ~~LGB~~SAB and the Trustees.

In the event of a need to make urgent decisions between meetings on matters falling within the remit of the ~~LGB~~SAB, the chair~~man~~ of Trustees, in consultation with the ~~LGB~~SAB Chair~~man~~ (or the ~~LGB~~SAB Vice-Chair~~man~~ in his or her absence) and the Chief Executive Officer, shall take appropriate action on behalf of the ~~LGB~~SAB. The decisions taken and the reasons for urgency shall be explained fully at the next meeting of the Board of Trustees and of the relevant ~~LGB~~SAB.

5.2   ~~LGB~~SAB Vice-Chair~~man~~

The ~~LGB~~SAB Vice-Chair~~man~~ is appointed by the Trustees. The term of office of the ~~LGB~~SAB Vice-Chair~~man~~ is three years, but the ~~LGB~~SAB Vice-Chair~~man~~ is eligible for reappointment at the end of that term.

The Trustees are entitled to remove the ~~LGB~~SAB Vice-Chair~~man~~ from office at any time, although this is without prejudice to the individual's position as a Local Governor.

The responsibilities of the ~~LGB~~SAB Vice-Chair~~man~~ include the following:

- to deputise for the ~~LGB~~SAB Chair~~man~~ in his or her absence;

- to set the agenda for meetings of the ~~LGB~~SAB with the ~~LGB~~SAB Chair~~man~~, if requested; and

- to provide a link between the ~~LGB~~SAB and the Trustees.

In the event that both the ~~LGB~~SAB Chair~~man~~ and the ~~LGB~~SAB Vice-Chair~~man~~ are absent from a meeting of the ~~LGB~~SAB (or otherwise), the ~~LGB~~SAB will elect a temporary chairman from among their number.

5.3   Staff Local Governors

~~Teaching members of the LGBSAB for the Academy shall be elected by the teaching staff at the Academy.~~

~~Non-teaching staff members of the LGBSAB for the Academy shall be elected by the non-teaching members of staff of the Academy~~Any teaching members of a SAB shall be nominated by staff and approved by a Panel of Local Governors.

The role of the Staff Local Governors includes reflecting the interests and opinions of staff at the Academy to the ~~LGB~~SAB.

5.4   Parent Local Governors

Parent Local Governors for each ~~LGB~~SAB shall be elected in accordance with the process set out below:

- When a vacancy arises, the ~~LGB~~SAB will write to all parents, or individuals exercising parental responsibility, of pupils at the UTC or the Academy seeking nominees for the vacancy. Nominees will be asked to provide a short statement about why they are interested in being a Parent Local Governor and their background and experience that makes them suitable for the role.

- In the event that the number of nominees equals or is less than the number of vacancies on the ~~LGB~~SAB, the ~~LGB~~SAB can choose to appoint all (or any) of those nominated).

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- If there are more nominees than places available, the ~~LGB~~SAB will write to all parents, or individuals exercising parental responsibility, of pupils at the UTC or the Academy asking them to vote for their preferred candidate.

A Parent Local Governor should be a parent, or individual exercising parental responsibility, of a registered pupil at the UTC or the Academy or where this is not reasonably practical, a person who is the parent of a child of compulsory school age.

The role of the Parent Local Governor includes reflecting the interests and opinions of the parent body of the UTC or the Academy to the ~~LGB~~SAB.

5.5 Other responsibilities

Each ~~LGB~~SAB shall appoint from among its members individuals with specific responsibilities which shall include:

- a Local Governor with responsibility for special educational needs;

- a Local Governor with responsibility for safeguarding;

- a Local Governor with responsibility for finance;

- a Local Governor with responsibility for the pupil premium; and

- a Local Governor with responsibility for health and safety.

5.6 Clerk to the Local Governing Body

The Trustees shall appoint a Clerk to the ~~LGB~~SAB. In the absence of the Clerk, the ~~LGB~~SAB shall elect a replacement for the meeting.

The responsibilities of the Clerk to the ~~LGB~~SAB are as follows:

- to convene meetings of the ~~LGB~~SAB including sending notices and papers of meetings;

- to attend meetings of the ~~LGB~~SAB and ensure minutes are produced;

- to maintain a register of members of the ~~LGB~~SAB including their terms of office and report any vacancies to the ~~LGB~~SAB;

- to maintain a register of business interests of ~~LGB~~SAB members;

- to maintain a register of Local Governors' attendance at meetings and report on non-attendance to the ~~LGB~~SAB;

- to report to the ~~LGB~~SAB as required on the discharge of the Clerk's functions; and

- to perform such other functions as shall be determined by the ~~LGB~~SAB from time to time.

5.7 Ceasing to be a Local Governor

A Local Governor's term of office will be terminated if:

- any event or circumstance occurs which would disqualify him or her from the office of Trustee under the Articles were he or she to hold such office;

- he or she has, without the consent of the ~~LGB~~SAB, failed to attend ~~LGB~~SAB meetings for a continuous period of six months, beginning with the date of the first such meeting he or she failed to attend and the ~~LGB~~SAB Chairman and the ~~LGB~~SAB Vice-Chairman agree that the term of office should be terminated;

- he or she resigns from office by written notice to SBA;

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- he or she is removed by the person or persons who appointed him (but this does not apply in respect of a person who is serving as a Parent Local Governor);

- he or she is a Staff Local Governor who has ceased to be employed by SBA; or

- he or she is removed by the Trustees in circumstances where they consider (acting reasonably) that it is in the best interests of SBA to remove the Local Governor.

6   **Convening meetings of the ~~Local Governing Body~~School Advisory Board**

Meetings of the ~~LGB~~SAB will be held in each term.

The Clerk to the ~~LGB~~SAB shall give written notice of each meeting and circulate an agenda at least seven clear days in advance of each meeting and shall circulate reports or other papers to be considered at the meeting as soon as reasonably practicable thereafter. However, where the ~~LGB~~SAB Chair~~man~~ determines there are matters demanding urgent consideration, it shall be sufficient if the written notice of the meeting states that fact and the notice, copy of the agenda and other papers are given within such shorter period as the ~~LGB~~SAB Chair~~man~~ directs.

~~Any two Local Governors may call a meeting by giving written notice to the Clerk, which includes a summary of the business they wish to carry out. It shall be the duty of the Clerk to convene a meeting as soon as reasonably practicable.~~

The Local Governors may invite persons who are not Local Governors (such as a member of a committee, any employee, any pupil, any professional adviser and any experts of any kind) to attend the whole or part of any meeting for purposes connected with the meeting.

The convening of a meeting and the proceedings conducted at meetings shall not be invalidated by reason of any individual not having received written notice of the meeting or a copy of the agenda.

7   **Voting at meetings of the ~~Local Governing Body~~School Advisory Board**

The quorum for meetings of the ~~LGB~~SAB and for any vote on a matter at such meetings is one third of the total number of Local Governors in office at that time (rounded up to the nearest whole number).

A meeting shall be terminated if the number of Local Governors present ceases to constitute a quorum. Where a meeting is not held or is terminated before all the matters specified as items of business on the agenda for the meeting have been disposed of, a further meeting shall be convened by the Clerk as soon as is reasonably practicable, but in any event within seven days of the date on which the meeting was originally to be held or was so terminated.

Any Local Governor shall be able to participate in, and be counted as present at for the purposes of the quorum, meetings by telephone or video conference provided that:

- he has given notice of his intention to do so detailing the telephone number on which he can be reached and/or appropriate details of the video conference suite from which he shall be taking part at the time of the meeting at least 48 hours before the meeting; and

- the ~~LGB~~SAB has access to the appropriate equipment;

and provided that, if after all reasonable efforts it does not prove possible for that Local Governor to participate by telephone or video conference, the meeting may still proceed with its business provided it is otherwise quorate.

As determined by the ~~LGB~~SAB Chair~~man~~, questions to be decided upon at a meeting of the ~~LGB~~SABs shall be determined by a majority of the votes of Local Governors present and voting on the question. Votes tendered by proxy shall not be counted.

Where there is an equal division of votes on a question determined by the ~~LGB~~SAB Chair~~man~~ to be decided by a vote, the ~~LGB~~SAB Chair~~man~~ has a casting vote.

The Local Governors may act notwithstanding any vacancies, but, if the number of Local Governors is less than the number fixed as the quorum, the continuing Local Governors may act only for the purpose of filling vacancies.

~~A resolution in writing, signed by all Local Governors entitled to receive notice of a meeting shall be valid and effective as if it had been passed at a meeting duly convened and held. Such a resolution may consist of several documents in the same form, each signed by one or more Local Governors and may include an electronic communication by or on behalf of the LGBSAB indicating his or her agreement to the form of resolution providing that the Local Governor has previously notified the LGBSAB in writing of the email address or addresses which the Local Governor will use.~~

~~9~~8   Personal interests of Local Governors

Local Governors shall complete a register of their business and other interests (including any post or office held by them), which shall be reviewed annually.

Any Local Governor who has any duty or personal interest that conflicts or may conflict with his or her duties as a Local Governor shall:

- disclose that fact to the ~~LGB~~SAB as soon as he or she becomes aware of it. A Local Governor must absent himself or herself from any discussions of the ~~LGB~~SAB in which it is possible that a conflict will arise between his or her duty to act solely in the interests of the UTC or the Academy and such duty or personal interest;

- withdraw from any meeting for that item unless expressly invited to remain in order to provide information;

- not be counted in the quorum for that part of any meeting; and

- withdraw during the vote and have no vote on the matter.

~~10~~9   Committees of the ~~Local Governing Body~~School Advisory Board

==With the prior agreement of the Trustees only,== ~~T~~the ~~LGB~~SAB may establish committees to carry out certain functions of the ~~LGB~~SAB. The ~~LGB~~SAB must determine the constitution, membership and terms of reference of any committee it decides to establish and review them annually.

~~The establishment of any committees, other than temporary, ad hoc committees required to deal with specific issues, must be agreed in advance with the Trustees.~~

~~12~~10   Minutes

Attendance at each ~~LGB~~SAB meeting, issues discussed and recommendations for decisions shall be recorded and the minutes signed by the ~~LGB~~SAB Chair~~man~~ at the next meeting of the ~~LGB~~SAB. The written record (once approved by the relevant ~~LGB~~SAB Chair~~man~~) shall be forwarded by the Clerk to the ~~LGB~~SAB to the Clerk to the Trustees as soon as is reasonably practicable.

~~13~~11   Delegation to the ~~LGB~~ SAB

The role of the SAB is primarily focused on reviewing, challenging and advising on the local School Development Plan, on academic performance and support, key Link Governor roles, and support and advocacy for the school with parents and community.

For the avoidance of any doubt, Appendix 2~~Appendix 2~~ contains a list of reserved matters which are matters for consideration and determination by the Members and Board of Trustees only.

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The governance of the UTC and the Academy is delegated to the respective LGB who may exercise the powers of SBA in so far as they relate to the Academy and the UTC, SUBJECT TO:

- any restrictions in the Companies Act which requires a decision of the Members or the Trustees of SBA;

- the Articles;

- Policies and Procedures set by the Trustees;

- A specific decision of the Trustees;

- The budget set by the Trustees; and

- The reserved matters as set out in Appendix 2.

The LGB SAB shall have the roles set out in this section and any other role that the Trustees agree shall be carried out by the LGB SAB and that is communicated in writing to the SAB LGB Chairman.

a)   Monitoring and evaluation

- Monitoring of UTC or Academy key performance indicators as they relate to academic targets.

- Ensuring effective processes are in place for monitoring the quality assurance of teaching and learning, the curriculum, inclusion and the sharing of good practice across the UTC or Academy.

b)   Risk, finances and asset management

Ensuring adequate financial and asset management systems are in place across the UTC or Academy.

Ensuring proper internal controls are in place at the UTC or Academy.

Monitoring the UTC's or Academy's delegated budget and ensuring that any variances are reported to the Trustees' Finance Committee for approval.

Monitoring the local arrangements for the effective supervision of building maintenance and minor works.

Monitoring the implementation of the UTC's or Academy's health and safety policy in the Academy and the local arrangements for the effective supervision of health and safety matters.

Supporting the Principal in the preparation of a risk register for the LGB and reviewing the risk register on a regular basis.

bc)   Governance

- Ensuring there is effective communication between SBA and the LGBSAB.

- Making arrangements for the appointment recruitment of Staff, Parent and Local Governors (as appropriate)and where appropriate in accordance with clause 5, recommending their appointment to the SBA Board.

- Appointing from its number, Local Governors with specific responsibilities as set out in clause 5.5., including for special educational needs, child protection and financial mattersPupil Premium, Safeguarding and curriculum.

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- Establishing an Exclusions Committee for reviewing decisions of the School Principal in that respect.

- Establishing an appeals panel in respect of staff redundancies or disciplinaries as required.

- Consulting with the Trustees on any proposals to establish any sub-committees other than temporary, ad hoc sub-committees required to deal with specific issues.

d)   Staffing

- Supporting the Principal in the appointment of UTC or Academy staff to ensure that the UTC or Academy is fully staffed.

- Ensuring SBA's policies on all HR matters are implemented in the UTC or Academy.

- Making recommendations to the HR Committee in relation to the Principal.

- Monitoring the implementation of SBA's policies at the UTC or Academy for HR matters including the appointment, induction and performance management of staff, pay review process and procedures for dealing with disciplinary matters, grievances and dismissal.

ec)   Students

- Ensuring effective arrangements are in place for student support and representation at the UTC or Academy.

- Ensuring the admission arrangements in the UTC or Academy conform to the code of practice.

- Ensuring effective arrangements are in place for student recruitment.

- Ensuring student attendance and monitoring systems are in place to maintain access to education at all times.

- Establishing arrangements for reviewing decisions of the Principal regarding exclusions.

fd)   Safeguarding

- Reviewing and mMaintaining and apply SBA'sa safeguarding and child protection policy for the UTC or Academy (consistent with SBA policy).

- Appointing from its number, a Local Governor with specific responsibility for safeguarding.

- Ensuring the completion of the single central record.

ge)   Community and parents

- Contributing to the development of the UTC or Academy prospectus.

- Supporting SBA, and the School Principal and the Executive Principal in the extended school provision in the UTC or Academy.

- Ensuring systems are in place in line with SBA's strategy at the UTC or Academy for effective communication with students, parents or carers, staff and the wider community including the establishment and support of a local parent teacher association.

- Implementing a means whereby the UTC or Academy can receive and react to parental feedback.

- Establishing and maintaining a relationship with the local elected community representatives.

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1412   **Intervention Rights**

Intervention

The Trustees remain ultimately responsible for SBA and the conduct of the UTC and the Academy. Delegation to the ~~LGB~~SABs is important to SBA's effective governance. However, there will be circumstances (more the exception than the norm) where the Trustees might need to intervene and, for example, withdraw delegated authority for a particular element of governance from an ~~LGB~~SAB.

In such circumstances, the Trustees, along with the Chief Executive Officer and his or her team including the Executive Principal (the "**Central Team**") would work closely with the UTC or the Academy (as relevant) and those involved in their governance who would be expected to promptly implement any advice or recommendations made by the Trustees and the Central Team.

The Trustees reserve the right to review or remove any power or responsibility which it has delegated or, in exceptional circumstances, remove the ~~LGB~~SAB, in circumstances where serious concerns in the running of the UTC or the Academy are identified (either internally within SBA or by a third party), including where:

- there are concerns about financial matters;

- insufficient progress is being made against educational targets (including where intervention by the Secretary of State is being considered or carried out);

- there has been a breakdown in the way the UTC or the Academy is managed or governed;

- the safety of pupils or staff is threatened, including a breakdown of discipline; or

- the Trustees consider such removal of power or responsibility appropriate in all of the circumstances.

The delegated budget

In line with their duties and responsibilities as trustees and directors, the Trustees shall be entitled to determine that a proportion of the budget in respect of the UTC or the Academy be held centrally for the following reasons:

- to be allocated to the provision of central services received by the UTC or the Academy;

- in pursuance of SBA's reserve policy; and/or

- as otherwise may be determined by the Board acting reasonably and in the best interests of SBA.

13   **The School Principals**

The School Principals are responsible to the Trustees for:

- the internal organisation, management and control of his or her respective Academy;

- the implementation of all policies approved by the Trustees that relate to his or her respective Academy; and

- the direction of the teaching and implementation of the curriculum at his or her respective Academy.

The Trustees may delegate such additional powers and functions as they consider are required by each of the School Principals to enable them to carry out the above responsibilities.

The School Principals are line-managed by the Executive Principal.

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~~15~~14   Alterations

This Scheme of Delegation may be altered at any time by a majority resolution of the Trustees of SBA provided that in respect of any alterations which affect the UTC, SBA will first consult with the Chief Executive of the Baker Dearing Educational Trust in accordance with Article 137 of the Articles of Association. Any such alteration shall be promptly notified to the relevant ~~LGB~~SAB by the Trustees.

~~16~~15   Circulation list

This Scheme of Delegation will be circulated to Trustees of SBA, all Local Governors, the Clerk to the ~~LGB~~SAB and others at the discretion of the Chair~~man~~ of the Trustees of SBA or an ~~LGB~~SAB Chair~~man~~.

This Scheme of Delegation was approved and adopted by a resolution of the Trustees of SBA passed at a meeting held on [• 00 month year] and takes effect from [• 00 month year].

Date of next review: [ ]

Appendix 1   Local Governor declaration

The Clerk to the Trustees
South Bank Academies

[• 00 month year]

Dear Sirs

South Bank Academies ("SBA") - appointment as a Local Governor

I confirm that I wish to be a Local Governor in respect of SBA in accordance with the Scheme of Delegation for ~~Local Governing Bodies~~School Advisory Boards prescribed by the Trustees of SBA from time to time.

I confirm that I am not disqualified from becoming a Local Governor by reason of any provision in the Scheme of Delegation or the Articles of Association of SBA.

I also confirm that I understand that I must disclose any personal interest I may have in any matter to be discussed at a meeting of the Local Governors in accordance with paragraph 8 of the Scheme of Delegation (or as prescribed by the Trustees of SBA from time to time).

Yours faithfully

Signed   ....

Name   ....

Date   ....

Appendix 2   Reserved matters

The Reserved Matters are:

Members
(subject to such other consents/ requirements as might be required by law or the Funding Agreement)

1	to change the name of SBA
2	to change the Objects (which would require Charity Commission and Secretary of State consent in any event)
3	to change the structure of the Board of Trustees
4	to amend the Articles of Association
5	to amend this Scheme
6	to pass a resolution to wind up SBA
7	to appoint the auditors (save to the extent that the Trustees may make a casual appointment)

Trustees
(subject to such other consents/ requirements as might be required by law or the Funding Agreement)

8	to change the name of the Academies
9	to change the structure of the ~~LGB~~SAB (subject to any third party approvals that may be necessary)
10	to determine the educational character, mission or ethos of the Academies
11	to adopt or alter the constitution and terms of reference of any committee of the Board of Trustees
12	to terminate a supplemental funding agreement for an Academy
13	to establish a trading company
14	to sell, purchase, mortgage or charge any land in which SBA has an interest
15	to approve the annual estimates of income and expenditure (budgets) and major projects
16	to appoint investment advisors
17	to sign off the annual accounts;
18	to appoint or dismiss the ~~Finance Director~~Business Manager, the Chief Executive Officer (whether interim or permanent), the Executive Principal, the School Principals, the

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Company Secretary or the Clerk to the Trustees;

19   to settle the division of executive responsibilities between the Trustees on the one hand and Chief Executive Officer (whether interim or permanent), the Business Manager, the Executive Principal and the School Principals and the Finance Director on the other hand, and to settle the division of executive responsibilities between those individuals

20   to do any other act which the Funding Agreement expressly reserves to the Board of Trustees or to another body (including for the avoidance of doubt, terminating the Funding Agreement or any part of it)

21   to do any other act which the Articles expressly reserve to the Board of Trustees or to another body

22   to do any other act which the Board of Trustees determine to be a Reserved Matter from time to time

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