Meeting of the University Academy of Engineering Local Governing Body

4.00 - 6.00 pm on Wednesday, 11 July 2018
in University Academy of Engineering - Trafalgar Street, London SE17 2TP

Agenda

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

Items to discuss

No.	Item	Pages	Presenter
5.	Principal's report • Safeguarding • Quality of Learning & Teaching • Personal Development, Behaviour and Welfare • Learners Outcomes • Effectiveness of Leadership & Management	11 - 44	JT
6.	Year-end examination/progress report	To Follow	JT
7.	Discussion on DfE Governance Audit	45 - 60	NL
8.	Financial Management Report	61 - 64	NF
9.	Draft Budget 2018/19	65 - 66	NF
10.	Student Recruitment Projections	Verbal Report	JT
11.	Staff Recruitment update	Verbal Report	JT
12.	Compliance - Updates on commissioned audits • Health & Safety • Buildings Maintanance and Contracts • Human Resources	Verbal Report	NL
13.	Day 10 Presentation	To Follow	ML

Items to note

No.	Item	Pages	Presenter
14.	Reports on decisions from subcommittees	67 - 68	JK

Date of next meeting
4.00 pm on Wednesday, 26 September 2018

Members: Nicole Louis (Chair), Veronica Allen, Natalie Ferer, Karen Fowler, Samantha Jury-Dada, Lesley Morrison, Zakir Matin, Tony Roberts and John Taylor

In attendance: Joe Kelly and Meirion Lewis (item 13)

**Minutes of the meeting of the University Academy of Engineering Local Governing Body
held at 4.00 pm on Thursday, 24 May 2018
University Academy of Engineering - Trafalgar Street, London SE17 2TP**

Present
Nicole Louis (Chair)
Veronica Allen
Natalie Ferer
Lesley Morrison
Zakir Matin
Tony Roberts
John Taylor

Apologies
Karen Fowler
Samantha Jury-Dada

In attendance
Alexander Enibe

1. **Welcome and apologies**

   The chair introduced herself as the new interim chair of the LGB and interim CEO of South Bank Academies. The chair welcomed the new parent governors Veronica Allen and Zakir Matin to their first 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 LGB approved the minutes of the meeting held on Wednesday, 14 March 2018.

4. **Matters arising**

   The Principal updated the LGB on a matter arising from minute 5 of the previous meeting on 'Day 10' projects.

   The Principal confirmed that a project manager will be appointed who might come from the art sector rather than education sector. When appointed, the project manager would take over the mapping of the Day 10 provision for next year. The Principal confirmed that there is collaboration with LSBU regarding

'Day 10' and LSBU has agreed to provide support in this area. The students will take part in a range of projects which will cover topics such as; how to cook, how to repair mobile phones, how to design sensors to monitor houses and how to design sustainable housing solutions. The LGB requested that the Principal present more information on planning at the next meeting on 11 July 2018.

5. **UAE Teaching & Learning Annual Review Report**

The LGB discussed the teaching and learning annual review report.

The chair asked the parent governors their thoughts on the report from a parent's perspective. The parent governors confirmed that they have noticed a positive improvement in the behaviour of the students compared to over the past year.

The Principal confirmed that a curriculum review was ongoing to help improve the quality of teaching. When recruiting new teachers clear expectations are set on behaviour management. Training and support is available for newly appointed teachers. They are set targets to improve their teaching through the appraisal process.

A governor challenged the Principal on how to know whether a student had improved when the student had moved from one class to another due to settings. The LGB requested that the issue of settings should be discussed further at the next Learning and Teaching meeting on 14 June 2018. The LGB asked the Principal to find the best way to inform parents when the child is moved between sets.

The LGB discussed the quality of teaching. The Principal confirmed that there is an NQT computing teacher that may not pass there NQT year. The Principal confirmed that the Head of computer science had stepped down as the head, but will remain in the school as a computing teacher. A new head of computer science has been appointed. In response to a question, the Principal confirmed that the new head of computer is experienced.

The LGB requested that the Principal should review the reward system as students had reported concerns to the reviewer that some students' good behaviour in class was not being recognised through the P1 to P3 points system.

6. **School Improvement Advisor report - Term 2**

The LGB noted the school improvement Advisor report – Term 2.

The Principal took the LGB through the report.

The Principal confirmed that the school has now moved to a new assessment system, which is more reliable. The Principal said that the previous assessment system had a degree of uncertainty about the accuracy of

progress data. The Principal said that previously, data was entered on the system by staff every 6 weeks and students from year 7-10 are assigned a GCSE 1-9 grade. The assessment is now done twice a year. A governor challenged the Principal on why he believes reducing the assessment every 6 weeks to twice a year is better. The Principal answered this and then confirmed that there has been a move away from a summative assessment system to a more formative approach in year 10, and years 7-9 will be moving to the new system in the summer term.

A governor queried the Principal on the weaker progress recorded in the report. The Principal replied that this was a result of the previous progress under the old assessment system being overinflated. A governor queried the Principal on the meaning of 'progress of SEND students' ongoing concern'. The Principal confirmed that this meant that the SEND students overall were making less progress that other students and that steps had been taken to address this.

The Principal confirmed that he is seeking some guidance on the Self Evaluation Form and this would be brought to a future LGB meeting. The LGB noted the school improvement Advisor report and requested that the previous report can be incorporated into the new report.

7. **Principal's Report**

    The LGB noted the Principal's report.

    The Principal took the LGB through the report.

    The Principal confirmed that safeguarding is considered strong and pastoral care is good. The Principal said that there is a weekly meeting that takes place in school where every safeguarding issue is discussed and deliberated upon and dealt with immediately. Persistent absence is an area of concern. The Principal confirmed that there is now an attendance officer in post. A governor queried the Principal on whether any pattern had been noticed. The Principal confirmed that the team in charge of this area can do a presentation on their approach to the LGB at a future LGB meeting.

    The LGB challenged the Principal on the concerns raised in the department reviews about the management and some teachers who were not adequately meeting the teacher's standards. The Principal confirmed that they have developed a comprehensive process to provide the identified teachers with a bespoke plan to support and help them develop according to their individual needs, and the Principal is reviewing this regularly. The Principal believes that the teachers will have completed their support plans by the end of summer term 2018.

    The LGB noted that school is in the process of appointing a careers leader for September 2018. The Principal confirmed that a careers advisor spent time with every Year 10 student individually. The Principal confirmed that the LSBU

will also be involved in supporting the careers advice, information and guidance programme.

The LGB discussed the sex and relationships education (SRE). The Principal confirmed that the school is working with the Sex Education Forum (part of the National Children Bureau) to prepare a new SRE curriculum which will be tailored to the local context and will be delivered by trained teachers. The Principal confirmed that there is a plan to have further discussions with families and students regarding sexual health, advice, contraception and guidance to families and students in the coming months.

The LGB noted that progress and attainment data for years 7 and 10 has not changed since the last report to the LGB in March 2018. This is because the data is now collected twice a year, in January and June, following summative tests.

The Principal confirmed that two teachers will be leaving the school at the end of the summer term 2018.

The Principal confirmed that 65 of the Year 10 students, together with nine teachers, went to Spain in May 2018.

The LGB noted that staff from LSBU have been running enrichment clubs after school every week making and programming robots and teaching students coding. The Principal confirmed that in the coming months, there would be a significant increase in the level of engagement the students have with LSBU.

The LGB noted that there was a DfE visit on 3 May 2018. The DfE vistors spent time talking to Year 10 students, sixth formers and the student council. They also visited the lessons in the Maths department to look at how they assess the students' knowledge through contextualised projects. The Principal confirmed that the DfE visitors were complimentary.

The LGB noted that 54 Year 12 students have applied to join the school for next year, they have all been contacted and 42 interviewed. They have all been sent conditional offer letters. The Principal confirmed that those that have not replied to the conditional offer letters are being followed up.

8. **School KPIs**

   The LGB noted the school KPIs.

9. **Student attainment and progress**

   The LGB noted the student attainment and progress.

   The grades are based on a combination of Easter Mock Exam results and coursework marks (in Product Design and Computer Science). The Principal confirmed that the main areas of concern are Physics, Computer Science and

Product Design. The Principal is of the opinion that some of the students lost their motivation after receiving unconditional offer at various universities.

The Principal confirmed that the BTEC summary predictions (based on the modules completed and mock exam results) are broadly in line with expectations and are likely to result in a slightly positive residual.

10. **School Development Plan - key Updates**

The LGB noted the School Development Plan.

The LGB requested that challenges and students' agency in their learning should be covered in the next School Development Plan, and discussed.

The LGB discussed the new General Data Protection Regulation (GDPR), which came into force on 25 May 2018. The chair confirmed that this service had been outsourced to Judicum, who are already handling the HR of the schools.

11. **UAE risk register**

The LGB noted the UAE risk register.

12. **Self Evaluation Form**

The LGB noted the Self Evaluation Form (SEF).

The Principal took the LGB through the SEF. The Principal confirmed that the SEF informs the School Development Plan and that he relies on external reviews as they are independent and from experts.

The LGB challenged the Principal on outcomes but the Principal confirmed that more information would be available after the exam results are out.

The Principal confirmed that there would be Year 13 destinations at the LGB meeting on 26 September 2018. A governor queried the Principal on Year 10 data, because it has dipped from last year. The Principal confirmed that this is being looked at and after the summer exams, it would be reviewed.

The Principal left the meeting.

13. **Finance management report - accounts to Mar 2018**

The LGB noted the management account to March 2018.

Natalie Ferer took the LGB through the report.

The 2017/18 – year to date (YTD) financial position for University Academy of Engineering shows surplus of £120k against a budget surplus of £31k. This is primarily due to underspend on operating expenditure.

Natalie also confirmed that the reserve policy will be maintained and in due course the SBA Board will update the policy company policy on reserves. There is a plan to develop a 3 – 5 year financial forecasts.

The LGB noted that some candidates have been interviewed for the role of Business Manager and it is likely that someone would be appointed soon.

The LGB thanked Natalie for stepping in to take care of the finances when the previous Business Manager resigned.

14.   **UAE Internet safety report**

The LGB noted the internet safety report.

15.   **Any other Business**

The LGB requested a review of the type of papers the Principal presents at the meetings, and this is being addressed through the governance review, as this will provide more focus.

Date of next meeting
4.00 pm, on Wednesday, 11 July 2018

Confirmed as a true record

.... (Chair)

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UNIVERSITY ACADEMY OF ENGINEERING LOCAL GOVERNING BODY - THURSDAY, 24 MAY 2018
ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
4.	Matters arising	The LGB requested that the Principal should present more information on planning as regards 'Day 10' at the next LGB meeting on 11 July 2018.		John Taylor	on agenda
5.	UAE Teaching & Learning Annual Review Report	The Principal requested that the Principal should review reward system		John Taylor	To do
6.	School Improvement Advisor report - Term 2	The Principal is seeking guidance on Self Evaluation Form and this would be brought to a future LGB meeting.		John Taylor	To do
7.	Principal's Report	The Principal to do presentation on their approach to students' attendance at a future LGB meeting		John Taylor	To do
10.	School Development Plan - key Updates	The LGB requested that the Principal should cover challenges and students' agency in the next School Development Plan in September 2018 and discussed.		John Taylor	To do
12.	Self Evaluation Form	The LGB requested that the Principal should present Year 13 destinations at the LGB meeting in September 2018.		John Taylor	To do

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Principals report to governors

11th July 2018

John Taylor

John Taylor

1. Safeguarding attendance and welfare
2. Quality of teaching and learning
3. Personal development
4. Learner outcomes
5. Leadership and management

Agenda Item 5

1. **Safeguarding, attendance and welfare**

Fixed term exclusions compared to national expectations are low and reported incidents of bullying is also low. The school has permanently excluded three students, which is low compared to national average.

Attendance strategic plans and practices have now been embedded by the Attendance Officer. The main focus for behaviour this calendar year has been 'Engagement' in lessons; raising expectations higher in the class room. We have also recently appointed a new Student Services Administrator to further support attendance, behaviour and welfare across the school.

Attendance figures	Action taken
- Whole school attendance 93% (decreased 1%) - Students with SEND 92% (no change) - Students entitled to FSM 94% (no change) - Persistent Absences - <90% (PA) figure is being addressed (reduced to 8%)	- Termly reviews by Education Welfare Officer (EWO) - New EWO has changed; new EWO has a different set of skills and experiences to deal with students that are PA - Mr Lewis has created a new registration system to improve Sixth form attendance. This has seen improvement in Sixth From attendance
Behaviour figures	**Action taken**
- Total number of behaviour incidents decreased compared to previous report. (2%) - Current ratio of Achievement points issued compared to behaviour points remains at 4:1 - Since September 63 fixed term exclusions since September, for a total of 143 days - Three students have been permanently excluded since September	'Engagement for Learning' strategy remains a whole school priority. - Realignment of leadership roles will bring together behaviour with teaching and learning. - Number of students receiving Internal Isolation remains low compared to other local secondary school figures. - Students identified for the new Intervention meetings include key students. - A closer link between the Social & Emotional SEND department and Student Services is now being established - Three students have been permanently excluded.

Governors all have a responsibility for safeguarding within their schools. The Department for Education suggest we have an assigned Governor and Ofsted suggest that every Governor is responsible. Therefore, at UAE South Bank we need to ensure we have one assigned Governor and that all Governors are aware they are also responsible.

Internal referrals are made through a simple email system for staff and students (safeguarding@uaesouthbank.org.uk), all of these referrals are logged, assigned and actioned. If further action is required, then referrals are made externally to Social Services via the Southwark MASH team. We have on average of one internal referral a day and make one referral a fortnight to Social Services. Our school website has a designated section for Safeguarding for further information for families and visitors.

Families that are known to Social Services are categorised based on their risk to the children's safety. There are four levels; Team Around Child/Universal services (Level 1), Early Help (Level 2), Child In Need (Level 3) or Child Protection Plan (Level 4).

We currently have 17 students at Level 1 (increased by 7), 10 students at Level 2 (decreased by 4), 8 students at Level 3 (no change) and 7 at Level 4 (no change)

The school will be introducing a new Sex and Relationship Education (SRE) curriculum in line with recent Department for Education guidelines. This comprehensive strategy has a clear link to safeguarding our children. Local advice from professionals have suggested there has been an increase in the number of students being involved in 'risky behaviour' and these important changes to SRE will support our children.

The school continue to be concerned with the safety of our children in the surrounding area; outside of school. We have brought forward the plan for additional staff to further safeguard our children travelling home. Three staff members now patrol East Street Market (from Walworth Road to Old Kent Road) and we continue to work with the police, community groups and families to improve the situation.

We have employed a part-time school counsellor to increase capacity from half a day to two days. The new Department for Education 'Keeping Children Safe in Education' is due to be released in September. All Governors need to read and understand Part A only. Please see the following link to view the draft document: https://consult.education.gov.uk/safeguarding-in-schools-team/keeping-children-safe-in-education/supporting_documents/Keeping%20Children%20Safe%20in%20Education%20Proposed%20Revisions.pdf

2. **Quality of teaching and learning.**

In the last report to the LGB I explained the outcomes of the department reviews and the teacher support plans. We had 3 teachers put onto a bespoke teacher support plan. These have been progressing with the teachers supported by their Head of Department and Giles Smith. These three teachers will be observed by myself in the last two weeks of term. Following this I will decide from the following for each teacher:

- The agreed teacher standards have been met and the support plan will come to an end.
- Some progress towards meeting the agreed teacher standards has been made but this is not yet sufficient and the support plan will be extended.
- Formal targets will be set and the teacher will start the capability process.

We were also concerned about the quality of teaching from our Computer Science NQT. Following the latest progress report in June from the Southwark NQT assessor he was also put on a teacher support plan. He has since tendered his resignation; his contract will be terminated for the end of the school year.

Also, one Maths teacher whose teaching in the department review was good, but whose classroom practice over the course of the year was a cause for concern was also told he will be put onto a support plan. He has also tendered his resignation and his contract will be terminated at the end of the school year.

Therefore, over the course of this academic year 3 teachers have resigned, all of whom were a cause for concern. One Head of Department has stepped down from this role, he was also a cause from concern.

Professional learning community

As part of the teachers' participation in the PLC they all went to the Festival of Education on Friday 22nd June. This was a planned INSET day. Each teacher attended a range of lectures and workshops and the feedback has been very positive. We are now putting together a recommended reading list for the summer holiday, giving teachers the chance to think through the developments to their practice that they want to focus on through the PLC next year.

Through the PLC we sponsor a number of teachers through additional qualifications. So far this year we have agreed to fund the following:

- Rob Harding – MA Educational Studies at Roehampton
- Meirion Lewis – NPQSL at UCL (IOE)
- Rebekah Lee – NPQSL at UCL (IOE)
- Giles Smith – NPQSL at UCL (IOE)
- Harris John- Level 4 Certificate for higher Level Teaching Assistants (RQF)

Note: NPQSL is the National Professional Qualification for Senior Leadership. Successful applicants to the course are match funded by the DfE.

3. **Personal development**

Careers

We have now appointed a careers leader, Amel Mazari, who has started working one day a week for the rest of this term. She will be full time from September.

Enrichment and Day 10

We have also appointed an Enrichment Manager who will take responsibility for the delivery of our Day 10 and Enrichment programmes. This includes the engagement of LSBU in supporting our students in enrichment activities. Joseph started at the school on Thursday 5th July

4. Learner outcomes

Learner outcomes for years 7 to 10 will be covered by Rob Harding under agenda item 2.

Sixth form outcomes.
We have just been through our first set of external examinations. The year 13 have completed their A level and BTEC exams. Our predictions, based on Easter Mock Exam results and coursework marks (in Product Design and Computer Science).

A Level. Summary of value added from predictions.

Value Added score (L3VA)	0.11
Lower confidence limit	-0.45
Upper confidence limit	0.67
Number of A level entries	18

Subject value added

Subject name	Value added score (grades)	Lower confidence limit	Upper confidence limit	Number of entries
Mathematics	**0.26**	-0.59	1.10	9
Physics	**-0.23**	-1.57	1.11	3
Mathematics (Further)	**0.46**	-1.87	2.79	1
Computer Studies/Computing	**-1.46**	-3.01	0.10	2
Biology	**2.41**	0.26	4.56	1
Chemistry	**1.39**	-0.82	3.60	1
D&T Product Design	**-0.99**	-3.01	1.03	1

- The main concerns are Physics, Computer Science and Product Design

BTEC Summary of predictions

• Grade	• Predictions
• D*D*D*	• 0
• D*D*D	• 1
• D*DD	• 5
• DDD	• 0
• DDM	• 5
• DMM	• 3
• MMM	• 3

- The Extended BTEC in Engineering is considered a Technical Baccalaureate and as such does not have a 'Ready Reckoner' Tool so it is impossible to predict an LV3A. However, the teacher predictions (based upon modules completed and mock exam results) are broadly in line with expectations and are likely to result in a slightly positive residual.
- The feedback from the External Moderator been very positive so far with particular focus on the quality of the work produced and the industrial links that have been formed.

5. **Leadership and management**

We are currently working on our SEF which will be completed following the analysis of the end of year examination results. This will lead to a new school development plan being produced in the first few weeks of next term.

The new SDP should be considerably reduced in the number of sections covered next year as the focus increases on year 11 examination results and bedding in the huge range of changes that have been made over the course of this year.

On the 26th June we had our last visit from Rachael Norman, our School Improvement Advisor. Her report has been circulated as an attachment to this report. Please do read this and ask me questions on it during the meeting.

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Lambeth Schools Partnership

SCHOOL IMPROVEMENT ADVISER REPORT

School	UEA Southbank
Headteacher	John Taylor
School Improvement Adviser	Rachael Norman
Dates of visit	Autumn: 7/11/17 Spring: 27/03/18 Summer: 25/06/18

2017-18

LSP Lambeth
Schools Partnership

Autumn 2017

A1. Outcomes for pupils (2017, within the context of the last 3 years and reference to significant groups)

There is currently a degree of uncertainty about the accuracy of current progress data and the academy's assessment and tracking systems are under review. At the moment data is entered on the system by staff every 6 weeks and students from year 7-10 are assigned a GCSE 1-9 grade. This data shows that 66% of students are making better or expected progress towards their targets (42% green, 24% amber and 34% red) which is probably not an accurate picture. The school is also reviewing its target setting systems and may adopt FFT or a similar system after researching the various options that are available.

The new assessment system will separate formative and summative assessment and there will be 2 summative assessment points per year which will be formally reported to parents and governors. The academy is exploring various approaches to formative assessment and will have some non-negotiables within the system but there will also flexibility for departments to design an approach that is tailored to the specific requirements of their subject. Clear mechanisms will need to be devised to ensure that there is robust quality assurance of assessment in the new system.

Baseline data is currently a mixture SATs, CATs and teacher professional judgement based on work in books. This system is under review.

Once the new system is in place, the academy will be able to capture accurate assessment data and identify trends and patterns as well as tracking the progress of key groups and individuals and putting targeted interventions in place to address underperformance.

At the start of the Spring term, all of year 10 will take a formal exam which will assess topics covered thus far but will be unseen by teachers in advance. Rob Harding is leading on this and is using PIXL and other external providers to facilitate the process. This will enable the Academy to capture crucial, accurate current GCSE data for year 10.

A2. Quality of teaching, learning and assessment

The Principal and the SIA undertook a learning walk.

History year 7:
Expectations of behaviour were clear on the PowerPoint slide and being adhered to. There was clear challenge built into the lesson with the use of a "distinction" column within the assessment criteria. A system of "one page" marking is being trialled which identifies common errors and

misconceptions after reading all students work. A one page feedback sheet is then stuck into books which pinpoints the areas for improvement that apply to each individual and requires follow up actions such as redrafting to improve work and lead to progress. The Head of Humanities is in the process of devising a new marking system/policy and writing the marking section of the academy development plan. English might use a comparative marking system "no more marking".

Spanish year 9:
The lesson was well pitched and there were clearly high expectations of all students. There was an insistence on high quality responses, for example the teacher asked for an adjective and one was offered to which he replied "too easy who can give me another". He then went on to ask for an antonym of that word. The teacher was modelling excellent use of vocabulary for the students for example he used the word "loquacious" during his explanation. Behaviour for learning was excellence. Books were either not marked at all or had only been marked once since September.

Science year 8:
The lesson was focussed on "collecting acoustic data". Books had only been marked once this term and then not marked again since the 19th September. Work was poorly presented and badly set out in several books because the students were not having their work regularly checked. Biology books for another class were looked at and while these were marked more regularly and good feedback was provided, it was rarely responded to by students so the impact on progress was negligible. The marking for literacy policy was being used but corrections were not being made.

Product Design year 12:
The students were working on their individual projects and researching and designing their own lamp. They had produced mind maps, mood boards and client questionnaires as part of their evidence. They were all engaged and focussed and spoke articulately about their projects. There was a studious atmosphere in the lesson.

English year 7:
The students were working on PETAL paragraphs to write about the character of Lady Macbeth. There was insufficient challenge in the lesson as students could opt to copy the teacher example and just add one sentence of their own analysis rather than using the model to write their own paragraph. There was no marking evident in books at all and the progress trackers stuck into the front of books were blank.

Drama:
There was no teaching going on in Drama but we looked at the books and spoke to the teacher. Books in this subject were exemplary. They were all marked regularly and with diagnostic feedback that students had routinely responded to. The teacher had used a variety of assessment sheets and frameworks to reduce the marking workload but these also contained written WWW and EBI individual feedback notes for each student. The teacher was following the literacy marking policy and was using a system of colour coded worksheets to show whether assessment was teacher, self or peer. Every lesson the starter activity contains DIRT time and additional questions for students, so response to marking time was routinely built into lesson planning and was having a clear impact on progress over time as a result. In GCSE lessons, each student receives individual feedback based on assessment criteria and they also swap books to check the quality of green pen responses. The

Drama teacher does her own baseline testing for year 7 at the end of the first module. In year 9 there are 23 students and in year 10 there are 21 students showing this is a popular subject.

Maths year 10:
Books have not been marked at all. The students told me that they are used for notes and are therefore not marked by the teacher who marks assessments instead. This was the same in the lesson being taught by the Head of Maths.

The Principal is creating a professional learning community among the staff and there is a drive for the academy to become an evidence based practice institution. Staff were asked to recommend books for the professional development library and these have all been purchased; there are further plans for book groups to read a common text and then discuss the implications for their practice.

A3. Effectiveness of leadership and management

There are 509 students on roll in years 11-10 and 58 in the sixth form.
52% of students are eligible for the pupil premium.
There are 5 students with a statement or EHC plan.
15% of the intake are LA, 67% are MA and 18% HA.
9 members of the teaching staff left at the end of the last academic year and 18 new teachers started in September including the new Principal. 6 non-teaching staff members left and 11 started in September.

The Academy had an Ofsted Inspection in March 2017. The report identified the following areas for improvement:

 What does the school need to do to improve further?

- Develop the quality of teaching and learning to enable the school to achieve its ambitious targets by making sure that:
    – all groups of pupils, including the most able, are fully challenged to make even better progress in subjects
    – changes made to improve the teaching of literacy skills are fully developed.
- Ensure that as the school expands, pupils in all key stages access clear and impartial careers advice and guidance that prepare them well for the next stage of their education.
- Ensure that pupils have appropriate access to a range of social experiences that increase their cultural awareness in preparation for the next stage of their academic lives.

A very rigorous development plan is in the process of being written which addresses the key areas identified for improvement by Ofsted in addition to a range of other objectives and actions. Each

section of the plan is being written by a key leader so they have clear ownership of the plan and there is a model of distributed leadership at the Academy.

Key priorities:
1) **Key stage 4 outcomes** including monitoring and interventions: this is key for the academy as it is imperative that they capture reliable current data for GCSE groups and track progress more accurately and effectively.
2) **Key stage 5 outcomes:** Another key area as the academy needs to develop a "culture of learning" in the sixth form. From January, Meirion Lewis will take over the role of Head of Sixth Form and is leading on this area of the plan. There is currently significant underachievement in year 13 so this is a key priority requiring urgent action.
3) **Quality of teaching:** There is a clear need for the quality of teaching and marking to be consistently good or better across the academy. In order to achieve this, a teaching and learning development cycle has been created by Annette Moses. This is based on 2 pillars: PM cycle and departmental reviews. It is a rigorous system of monitoring and evaluation and will lead to rapid improvements where they are required. Departmental reviews will take place in January 2018 (in future these will take place in December). A learning walk cycle is currently being drawn up. Part of the review process involves evaluating the capacity of middle leaders to accurately self-assess and identify areas for improvement in their areas of responsibility. It is currently difficult to make an accurate judgement about the quality of teaching across the school due to lack of evidence. The quality of delivery appears to be largely good but impact is hard to assess at this point due to lack of marking (so not enough progress over time evident in books) and issues with the accuracy of the current data. There is clearly a need for significant and rapid improvement in the quality of marking in books which has not improved since the last SIA visit and work sample. Basic expectations about the frequency of marking need to be made clear to all and adhered to.
4) **Assessment, tracking and reporting:** This is a key area as the current assessment model relies heavily on summative judgements and formative assessment is not developed so is having insufficient impact on progress. There has been grade inflation in some areas and slow progress of some groups and individuals, especially the more able, across the academy.
5) **Behaviour for learning:** this is a strength at the Academy and the Principal is undertaking a restructure of student services which will enhance this further so there is greater capacity to support increased student numbers as the academy grows. The vertical tutoring system is working well at present. The new student services model will provide greater value for money and current roles will be enhanced to include social responsibility (community projects both in and out of the academy) and trips and educational visits to encourage ambition and increase opportunities for the acquisition of cultural capital.
6) **SEND restructure:** The academy is moving to a model of HLTAs who will be experts in different areas. There will be some in class support but most support will be done through withdrawal to work with individuals and small groups which will have high impact. The 12 agency staff currently employed by the school will be restructured. A significant amount of training will be required as part of this change.
7) **Ambition:** this includes educational visits, a programme of guest speakers and improved careers advice and guidance. The SIA recommends that the academy aims to achieve the Investors in Careers Quality Mark as this will help them to structure this work and provide clear, measureable outcomes.

8) **Oracy:** Working in partnership with Voice 21 to ensure that students across the academy have high standards of articulacy
9) **Community projects:** the academy has engaged the PFA and Community Southwark
10) **Curriculum:** The curriculum is under review and the academy is exploring various models. It is likely that the academy will adopt a knowledge based curriculum and a mastery model that suits mixed ability teaching. There will also be some project based learning but this will run as a separate strand and will be constantly reviewed to ensure it is having demonstrable impact on progress and that there is sufficient rigour built into lesson planning. A greater level of challenge will be brought in and the academy is endeavouring to ensure greater levels of active engagement in lessons rather than just securing passive compliance. An engagement lesson observation log taken from "Leadership Dialogues" is being used to assess current levels of engagement among students. Google classrooms is going to be introduced. Through the new curriculum students will have greater agency and decision making power over their learning journey. There will also be a greater emphasis on literacy across the school.

In addition to the SDP, a range of RAPs will be written to secure rapid improvement in key areas such as Computing.

Safeguarding at the Academy is compliant and effective as verified by Ofsted in 2017. A full safeguarding audit will also take place this term to identify any further areas for improvement to ensure that there is a culture of vigilance at the academy and that there is outstanding practice in this area.

A4. Personal development, behaviour and welfare

Behaviour for learning throughout the school is very good. A new system of managing behaviour during lesson changeover and in social spaces has been put in place to good effect and the academy is a calm, peaceful and orderly place.

The total number of incidents of poor behaviour has reduced by 11% compared to this time last year. The ratio of rewards to sanctions is 5:1 which is clearly having an impact and creating a positive learning atmosphere in which students are engaged.

The number of behaviour incidents in year 8 is a concern for the academy as it is 14% higher than the next highest year group. Key year 8 students have been assigned learning mentors by student services to offer them additional support and parental contact has been made. Low level disruption to lessons is rare and the majority of behaviour points are given for "persistent failure to follow instructions".

Since September there have been 5 fixed term exclusions for a total of 17 days. Internal exclusions have increased by 7% compared to this time last year and SEND students are disproportionately represented in this data (65% of students who have been internally excluded thus far this year have SEND). This is something that the academy has identified as an issue and is addressing as these are largely year 7 students and they will be starting a 4 week transition programme with a specialist

curriculum as a result. Rates of internal exclusion at the Academy remain lower than some neighbouring schools.

Whole school attendance is 94.60%. A new and more experienced attendance officer has recently been employed to try and improve this. Attendance of students with SEND is 89.58%, which is partly attributable to medical appointments. Attendance of FSM students is 93.82% so a new target has been set of 97% and an action plan is in place to support PA students (of which many are also PP). PA figures are too high at 14%.

Spring 2018

SP1. Outcomes for pupils. current school progress data (include proportions of pupils making expected and exceeding expected progress and performance of groups)

70% of students are currently on track to make expected progress in years 7-10. Currently year 10 P8 is -1.40 and A8 is 31.93. Current year 13 value added for academic subjects is +0.40 (A-Level only based on 21 A-Levels taken by 13 students according to the DfE ready reckoner).

There are 98 students in year 10 (68 boys and 30 girls).

	A8	P8
English	6.86	-1.59
Maths	6.2	-1.38
Ebac	9.95	-0.8
Other	8.92	-1.98
Overall	31.93	-1.43

	Students	Percent
5A*-C	32	32.65%
Inc EnMa 4+	25	25.51%
Inc EnMa 5+	7	7.14%
5 grade 5+	13	13.27%
In EnMa	7	7.14%

- Students are -1.43 grades below their final GCSE outcome expected grades which is a difference of 0.5 grades from where they should be according to the old target setting model. This suggests that grades were being overestimated using the previous flight path model.

- The number of strong passes in maths is below expectation

- Students with high prior attainment are not making as much progress as other groups and this becomes more pronounced in the older year groups

- Students in year 10 are making significantly less progress than all other year groups and the trend continues down the school

- Girls are making significantly more progress than boys in most subjects in years 7, 8 and 9 and there is a significant gender gap in favour of girls in Science, English and Humanities, however boys are doing better than girls in maths

- The number of standard and strong passes in Spanish is low as a results of the mark scheme that was used to grade the unseen papers so these results are not a reliable indicator of final outcomes. This result would be higher if other components (not just writing) had been included

- Transition matrices identify which students need interventions and this programme is being coordinated effectively by a member of the SLT

- Pupil premium students (who comprise 47% of the total cohort) are making less progress than non-pupil premium students across all year groups. PP students achieved 1/3 grade less than non PP

Data for years 7-9 is still based on the old assessment system which raises issues about accuracy but despite this there are some key trends emerging.

- Progress of PP students has fallen below that of non PP for the first time in all year groups. The leadership team feel that this is due to the changes in the assessment model which have exposed this as an issue. There is some overlap between PP students and other groups such as BCRB and WBRI
- Year 7 students have not made a good start in core subjects
- Progress is weaker in performing arts subjects
- Student progress in year 7 is better than that of other year groups and there is a cumulative decline. Year 8 students appear to be making better progress than year 9 students and year 9 students appear to be making better progress than year 10 students
- Girls do well in comparison to boys in years 8 and 9 and are in line with boys in year 7
- Year 9 progress in English has declined but has improved slightly in maths
- More able students are making less progress than their middle and lower ability peers which suggests there may be an issue with lack of stretch and challenge. Low ability students make more progress than other groups
- The progress of SEND students is an ongoing concern

Areas for improvement include:
- Increasing the scope of interventions programmes for year 10
- Developing reliable assessment and tracking systems for years 7-9
- Addressing underperformance of specific teachers, subjects and groups of students in years 7-9

A comprehensive interventions programme has been devised for year 10 and this is being led by a member of the SLT. Following the most recent set of exams a mock results day was held as well as parent information sessions. Students have taken part in a "droptions" process, during which they dropped one of their 11 GCSE subjects to enable the school to increase the amount of curriculum time available to teach other subjects. All students have also opted for either double or triple science, they have made this decision for themselves as one of the academy priorities is to ensure that students have genuine agency. Following this process, the whole school timetable was re-written and science now has more curriculum time and all option subjects have at least 3 hours per week.

Interventions are based on question level analysis following unseen examinations and are topic based. All interventions are based on pupil level needs rather than being targeted at particular groups of students. They take place for one hour after school on Tuesdays, Wednesdays and Thursdays (and some on Fridays but that is optional rather than directed time for teachers). Thus far this term, attendance at intervention sessions has been over 100% as they have been attended by those students who have been targeted as well as others who have attended voluntarily.

Interventions in English, maths, science music, history, geography and computer science started in February and after Easter this offer will be widened to include Spanish, engineering, drama, dance and PE. The impact of these interventions will be measured through results from summer examinations and their effectiveness will be reviewed after that.

The next step is to look into sourcing high quality 1:1 tuition for a key group of 20 students (those who are furthest away from the FFt20 end of year 11 targets) which may be from Fleet tutors or Winchmore, but the emphasis is on recruiting tutors who are high quality and can forge strong relationships with students in the longer term.

Interventions are quality assured by SLT line managers and each interventions teacher has submitted a written curriculum plan to the SLT which have been checked against question level analysis data to ensure they are addressing the right knowledge gaps.

Subject teachers also need to ensure they maintain a strong focus in lessons on explicit teaching for the specific demands of each question and examination technique as much as content.

SP2. Quality of teaching, learning and assessment

There has been a move away from a summative assessment system to a more formative approach in year 10 and years 7-9 will be moving to the new system in the summer term. All staff have had professional development sessions to support them in developing their formative assessment techniques. The school has moved from 6 to 2 data drops per year, one in January and the other towards the end of the summer term.

From September 2018 the school is moving from a 3 year to a 2 year KS4 but there will be a soft approach to this with some subjects opting to start KS4 in year 9.

Marking reviews were undertaken in November 2017 across all departments and these highlighted a need for a change in policy. A new marking policy has been developed and implemented by the Head of Humanities (all good middle leaders have been given a whole school responsibility for which they will receive an end of year bonus provided they have contributed to the whole school development plan). The new marking policy requires light marking at least every 6 lessons (marking for literacy and presentation and acknowledgment marking) and developmental marking at least once per half term.

The policy is very clear and contains a rationale, clear aims and expectations around the process of marking. Light marking and developmental marking are clearly defined and in the development of

the policy there has been a focus on high impact/low workload techniques. The appendices contains 7 clear examples of effective marking in different subject areas. Professional development sessions have been provided in order to train staff in the implementation of the new policy and to ensure that expectations are clear. Departments have been given ownership of the process as the policy is flexible and enables different curriculum areas to develop marking models that are tailored to the specific needs of their subjects. This will also lead to stronger accountability for the quality of marking within departments.

SIA/Principal learning walk:

Year 8 Design Engineering: effective use of the engagement for learning policy was leading to strong engagement and behaviour. Questioning needs further development and other aspects of teaching require further improvement. The lesson was very teacher led, which isn't in itself an issue, but as a result of this not all students were active participants in the lesson and were not necessarily making the progress of which they were capable as a result.

Year 8 Design Engineering: Students were working in silence on their Easter box designs on lap tops. Each of them had received clear peer feedback on their nets and they were improving their work in response to this. It was clear that feedback provided had been precise and students knew what their next steps were. Behaviour of all students was excellent.

Year 7 English: this lesson was a cause for concern in terms of extremely low expectations, low level tasks and lack of response to marking. Behaviour was very good. This teacher is leaving the school soon.

Year 10 English: Students were doing an assessment. Excellent marking was seen in books including marking for literacy even on student notes. Good use was made of the literacy top tip stickers. Excellent marking is not always having the impact it could on student progress as students are not routinely responding to it so corrections and re-drafts are not being done and additional questions are not always answered. The teacher needs to ensure she is building sufficient response to marking time into her lessons so the impact of her excellent marking is maximised.

Year 10 maths: this was a split class, students were working in silence while completing their assessments

Year 7 maths books: these were sampled and whilst consistent use was being made of feedback sheets there is a need to refine student comments as these are often not specific and include such phrases as "I need to get a higher grade". Do students understand exactly what they need to do to "get a higher grade" or do they need some further training in how to articulate this in response to marking?

There was no light marking evident in any maths books that were seen so mistakes are not picked up between assessments and presentation in some books is very poor and is not being addressed. Assessments are diagnostically marked and common misconceptions sheets are being used following question level analysis but there is a need for regular light/acknowledgement marking between assessments across the maths department, not least so that they are complying with the school policy.

Since the last SIA visit there have been significant improvements in the quality and quantity of marking and feedback in books and in behaviour for learning across the school. Presentation of work has also improved significantly. A lot of work has been done to ensure greater consistency in marking and feedback but there are still some areas of inconsistency and particular next steps

might include improving the quality and quantity of student response and ensuring light marking is taking place in all subjects including maths.

SP3. Effectiveness of leadership and management

Each department has written their own SEF and departmental improvement plan. The SLT have read all these plans in detail and have provided feedback to Heads of Department.

Department reviews have taken place this term. The reviews are conducted via a rigorous process which includes 2 members of the SLT observing every teacher for a minimum of 30 minutes, a student panel, a marking and feedback review and discussions with the Head of Department as well as additional scrutiny of the SEF and the DIP. Verbal and written feedback are given to the Head of Department and all teachers receive verbal and written feedback following their observations. Feedback to Heads of Department focusses on leadership and management, quality of teaching, engagement for learning and marking and feedback.

A summary of the outcomes of the departmental reviews was written in March. Key findings include:
- A need for Heads of Department to review and re-write their DIPs to address any issues identified in the review. Updated DIPs will be presented to the Principal in a meeting after Easter with the Head of Department and their SLT line manager. Heads of department will then be responsible for implementing actions as part of their appraisal targets
- The majority of teaching across the academy is strong and only 4 teachers have aspects of their practice that require improvement. Each of these teachers will be put on a support plan after Easter which will be tailored to meet their specific needs and after an agreed time the Principal will re-observe them with a view to moving to formal processes if/where necessary
- Engagement in lessons is strong and the new engagement for learning policy has had a positive impact. Some teachers need further support to ensure they are applying the policy consistently so that it becomes embedded in their practice and a member of the SLT is monitoring this
- Marking and feedback have improved since the last SIA visit but there is still some inconsistency in practice and not all subjects are complying with the new marking policy (see learning walk feedback). The SLT are already aware of this and follow up marking reviews for some departments and individual teachers will be taking place to address it
- Not all subjects are setting regular/good quality homework, this will be addressed through the adoption of an online learning platform
- There is still a lack of challenge in some lessons and outcomes data for more able pupils shows that this is having a detrimental impact on their progress. The school's curriculum development programme which will run through the summer term will address this and further CPD will be provided on teaching and learning strategies to provide more challenge for the more able. The Principal is leading a curriculum development programme INSET day on Thursday 29th March and knowledge organisers will be used to map key content. Key questions to be anwered include:

- What are we teaching?
- Why are we teaching it?
- How will we know they've learned it?
- How do we teach it?

The Principal has implemented several changes since his arrival at a rapid but realistic pace and these have already had demonstrable impact with some aspects of the academy, such as behaviour for learning, being transformed very quickly as a result. He has evaluated standards at the school accurately and his judgements are verifiable and triangulated. He has a clear understanding of what the school needs to do to improve and his actions are targeted and precise. The UAE school development plan is updated on a regular basis and the SEF is a work in progress. The development plan is strategic and detailed and covers all key elements that the school needs to improve with clearly defined outcomes and milestones. In order for the SEF to complement this document it might be helpful to add a continuum so that leaders can judge precisely where the school is on the journey from good to outstanding – this would be a more nuanced approach which would reflect the other detailed documents the Principal has produced to facilitate school improvement.

SP4. Personal development, behaviour and welfare

The new engagement for learning policy has had a significant impact on behaviour for learning throughout the school. During the learning walk undertaken by the SIA and the Principal, no off task behaviour was observed and the new system was being used consistently and effectively. Student behaviour was excellent in all lessons. The number of achievement points issued far outweighs the number of behaviour points which is a testament to the positive learning culture that has been created through the new policy.

From September 17 to March 18 there have been 29 fixed term exclusions (for a total of 75 days) and 1 permanent exclusion. The school evaluates itself as good for out of class behaviour rating and outstanding for in class engagement in learning. The SIA would concur with the accuracy of this evaluation based on her recent visit and observations. Behaviour in the internal isolation room was very good and students were working in silence.

Attendance is currently 93.69% but this is being skewed by year 12 and year 13 attendance figures.

	Attendance
Year 7	95.72%
Year 8	94.45%
Year 9	94.42%
Year 10	94.75%
Year 12	86.63%
Year 13	83.27%
Overall	93.69%

There is an issue with persistent absenteeism at the school which is being tackled appropriately by the newly appointed attendance officer and the Southwark EWO but rates currently remain high:

	PAs

Year 7	11
Year 8	20
Year 9	19
Year 10	17
Year 12	17
Year 13	10
Overall	94

Summer 2018

General updates

Until 2 weeks ago there were 2 teachers leaving at the end of the academic year and 9 starting in September. 2 further teachers are now leaving due to extenuating circumstances.

3 teachers are currently on teacher support plans. Of the three, two are making progress and the other requires further development.

An NQT has had his NQT year extended by Southwark, he will remain at the school in September and formal processes will be put in place if there is no further improvement.

Another teacher recently resigned. There will potentially be 3 vacancies in September in maths, humanities and science.

There is currently no school or trust business manager so the Principal has been doing this role in addition to all his other responsibilities.

SU1. Outcomes for pupils: current school progress data (include proportions of pupils making expected and exceeding expected progress and performance of groups)

Data will be available in 2 weeks and each year group has had a full examination week. This will be the second set of year 10 data that is accurate, the first papers set were unseen and the second set were teacher set papers. Test scores will be entered on 4Matrix but parents will receive a teacher assessed grade which reports a combined test score and professional judgement.

Each head of a department will have meeting with the Principal and the DHT (Rob) to analyse their results and look at individual pupil progress scores.

Rob has £40,000 in the budget to spend on tutoring and interventions next year. £20k will be spent on tutoring from teachers and this will probably be done in groups of 4. There is a preferred company 'talent-ed' but the academy is currently seeking quotes from 2 other companies. The greatest investment will be in those students that have the greatest need so subjects will be decided upon once the data has been analysed.

Students are able to choose whether they do triple science or combined science. They are able to trial triple science before they make their final decision. This reflects the ethos of "agency" at the academy.

Discussion about the academy setting policy are currently taking place. The Principal anticipates that in each year group there will be a top set and either four or five (depending on cohort size) mixed ability sets beneath those. This is an evidence based decision following scrutiny of current educational research and academy pupil data. Twice a year, after the summative data drops, the sets will be reviewed and there may be some movement. AFL has been a focus at the academy this year and this should lead to more accurate teacher assessment.

The marking model has the expectation that every six weeks there is developmental marking and at least every two weeks there is light marking (acknowledgment marking and marking for literacy). Teachers have felt pressured this term because all the exams and all the reports have happened at the same time of year but this is unavoidable and part of the pattern of the academic year. During the Spring SIA visit some of the developmental marking seen was inconsistent and this has been an ongoing focus for the academy. The Summer SIA visit has seen significant improvements evident in books but some inconsistency remains both within and between departments.

SU2. Quality of teaching, learning and assessment

The quality of teaching at the academy is currently graded as good on the SEF, however this will be reviewed following the data drop as it need to align with the grade for pupil outcomes.

Due to the actions of the new Principal there have been significant improvements in the quality of teaching this year but some inconsistencies remain especially in the quality and quantity of marking and feedback both within and between departments.

Learning walk

History: the learning objective was to decide which civil rights leader advanced the cause of African Americans more – Martin Luther King or Malcolm X. Planning, teaching and marking were excellent. The class were focused and engaged and had clearly enjoyed their debate and were able to articulate their choice of leader and justify it with relevant evidence. Evidence of regular acknowledgment marking and diagnostic comments was seen in books but there is still not enough marking for literacy. Work in books is extremely well presented.

PE GCSE: This was a theory lesson in which all students were engaged in the learning and were working hard. They were catching up on incomplete homework tasks due to the fact that half the

class were not present as they were taking an examination. There was not much evidence of marking in books

Year 8 science: pupils were watching a short clip about atoms. One boy's book had not been marked all year and the majority had no marking other than ticks. There was no marking for literacy and no identification of errors or corrections. Students explained that their assessments are marked in more detail and are kept in separate folders. Pupils had misconceptions due to poor teacher explanation and lack of clarity so they were not secure in some of the basic subject knowledge needed for them to make progress.

Computer science NQT: Students were engaged in their coding and enjoying their learning. The task was challenging but students were collaborating well to help each other. There was very little work in their books – 2 pages in most cases – which is understandable if other evidence is kept electronically but this did not appear to be the case. There was some evidence of good use of a science marking crib sheet from January but this was the only evidence of deep marking taking place. There didn't appear to be any other assessments in books.

DT: students were undertaking a design challenge, they were engaged in the learning and collaborating well. Exam papers were marked and reviewed as a class and student had used their green pens to make corrections.

Maths books Teacher A: There was evidence of good feedback and deep marking of assessments but little evidence of marking between assessments which was noted in the previous visit, however, this was inconsistent and was more evident in some books than others. In terms of light marking there is still room for improvement, some books had a few ticks and a question asked (but no pupil response or follow up to these) but there was no marking for literacy.

Maths books Teacher B: There was lots of missing work in one book and an assessment sheet that was incomplete but the majority of books had more evidence of more regular light marking.

Maths books Teacher C: There was lots of evidence of regular acknowledgement marking which was consistent in all books seen

No marking for literacy was seen in any books in any lesson during the learning walk despite literacy codes being on the front of books.

Behaviour and engagement were strong in all lessons, low level disruption was extremely rare and was only seen in the supply teacher's lesson and the computing lesson. In both the history and DT lessons pupils were inquisitive, engaged and thoroughly enjoying their learning.

There is lots of evidence that the conditions for high quality teaching are in place in the vast majority of lessons and this is an excellent platform for developing the knowledge based curriculum in 2018/19.

SU3. Effectiveness of leadership and management

The SLT recently went to the Festival of Education together which is a good team building activity as well as excellent CPD.

The current SEF is a work in progress and will be finalised once the summer data has been collected and analysed.

The SLT have recently reviewed the 2017/18 school development plan in their weekly strategic leadership meeting and assessed progress towards 2017/18 objectives and identified any gaps. Significant progress has been made towards virtually all 2017/18 priorities.

In terms of 'ambition', an enrichment leader has already been appointed and an enrichment administrator will be appointed and this will enable a step change in priority 7 from September. Project based learning is still an area for development.

Leaders have been working hard to ensure that the conditions for high quality teaching and learning are in place including engagement for learning both in and outside lessons and strong pastoral support. The Principal believes quite rightly that if the conditions for learning are right, then the right questions can be asked about the curriculum - what is taught and how it is taught. The impact of this work is clear as it is evident that behaviour both in and out of class has significantly improved since the autumn term. The UAE engagement and conduct policy has been tweaked and Annette is now in charge of both teaching and learning and engagement so there is more synergy between the two. The changes to roles in student services have also had a positive impact as has the review of curriculum time allocation.

There have been a number of developments in terms of enrichment including day 10 piloting and planning, the appointment of careers leader, the embedding of a strong culture of enrichment as well as the development of links with industry and community.

The restructure of the SEN team is not quite having the desired impact and still needs some further development so there is a review of the SEN department taking place on Tuesday 3rd July. A new Assistant SENCO has been appointed this year who directly line manages all the TAs. The SENCO line manages all the HLLA's who have been trained in how to conduct an accurate needs analysis, how to devise and implement high quality interventions and how to measure the impact of interventions.

A lot of time has been spent securing improvements in the quality of teaching through the development of a professional learning community and the introduction of more robust and accurate formative assessment systems (including addressing misconceptions and diagnostic testing). The academy has moved away from teaching to the test towards a more knowledge based curriculum.

The focus is now going to be more on what is taught rather than how is taught (priority 10). Knowledge organisers are being created in departments and the process of putting these together is enabling teachers to collaborate and discuss their curriculum rather than simply replicating

existing models. A curriculum review has started to look at key ideas and key aspects of teaching in different subjects and how they can be justified, these aspects are then being deconstructed into elements of knowledge and then knowledge organisers are being created. Teachers are also looking at exam papers and text books to help them shape their curriculum plans and identify key themes, concepts and vocabulary. The next step is to introduce further challenge which will be easier to do once a top set has been introduced and following the curriculum review. Ensuring sufficient challenge in mixed ability sets will be more complex and teachers will have to ensure they differentiation well in their planning and don't just rely on differentiation by outcome.

The school development plan will be reviewed fully in two weeks' time once exam results have been collected and the data has been analysed.

As a result of the change of leadership at the academy there has been a total transformation this year in terms of strategic planning and monitoring, robust systems and structures are now in place and are largely being adhered to across the academy with only a few exceptions. The level of rigour in terms of systems of accountability has been significantly strengthened.

Leadership and management is currently a very strong 2 in terms of the SLT but middle leadership requires some further development. Teaching and learning and marking and feedback are currently a 2 and areas for development will be reviewed in line with the 2018/19 SDP.

The SIA recommends that the curriculum rationale is written around the three key areas outlined in the new Ofsted working definition of curriculum (intent, implementation and impact) and that it is reviewed annually by leaders and governors.

SU4 Personal development, behaviour and welfare

Safeguarding at the school is effective but there are concerns about the safety of children as they travel to and from school due to issues within the local area. The police are coming in to train some staff to increase the safety of students travelling to and from school.

Behaviour for learning in lessons and behaviour in social spaces has significantly improved since the launch of the new behaviour policy in September 2017. Expectations are clear and high and are understood by all members of the community and evidence of this improvement was seen on the learning walk.

Persistent absenteeism is still too high and the school is addressing this.

	Year 7	Year 8	Year 9	Year 10	Year 12	Year 13	Overall
Attendance	95.71%	94.88%	94.25%	94.76%	79.85%	76.60%	93.26%
Authorised	3.23%	3.55%	4.07%	3.58%	3.42%	1.90%	3.53%
Unauthorised	1.02%	1.56%	1.67%	1.63%	10.11%	12.94%	2.45%
PAs >=10%	13	20	17	17	22	14	103

There have been 2 permanent exclusions this year both for students who brought weapons into the school and a 3rd panel is taking place next week for a student who has committed a similar offence.

An isolation manager has been appointed in order to reduce fixed term exclusions.

There are still some areas for development in terms of careers education which is provided for all students and is comprehensive but is not quite meeting Gatsby benchmarks. The appointment of a careers lead will ensure that these benchmarks are met next year.

A sex and relationships education programme is currently being developed within the Humanities curriculum.

SU5. Effectiveness of Early Years provision/16 to 19 study programmes

Sixth form provision is good and predicted year 13 outcomes are good with January mock a-level results giving a value added score of +0.4. in vocational results at 10 distinctions, 4 merits and 3 passes.

Destinations data is very strong with 20 out of 21 students applying to university places - including those at Russell Group Universities – and the remaining student being offered a place on a graduate training scheme with Deloitte and Touche. The AVP has been nominated for a prestigious 'Aim Higher' award in recognition of his outstanding work in this area which is really pleasing.

There are still some areas for improvement which will be outlined on the 2018/19 SDP including a need to increase the scope of the interventions programme for years 12 and 13.

Summary of A-level and BTEC expected results summer 2018

A-Level: summary of value added from predictions	
Value added score (L3VA)	0.11
Lower confidence limit	-0.45
Upper confidence limit	0.67
Number of A-level entries	18

These grades are based on a combination of spring mock examination results and coursework marks in the case of product design and computer science.

Subject value added	Value added score (grades)	Lower confidence limit	Upper confidence limit	Number of entries
Maths	0.26	-0.59	1.10	9
Physics	-0.23	-1.57	1.11	3
Further maths	0.46	-1.87	2.79	1
Computer studies/computing	-1.46	-3.01	0.10	2
Biology	2.41	0.26	4.56	1
Chemistry	1.39	-0.82	3.60	1
D&T product design	-0.99	-3.01	1.03	1

Underperforming subjects that are causing concern are physics, computer science and product design.

BTEC summary of predictions	
Grade	**Predictions**
D*D*D*	0
D*D*D	1
D*DD	5
DDD	0
DDM	5
DMM	3
MMM	3

Teacher predictions for the extended BTEC in engineering are broadly in line with expectations and feedback from the external moderator has been positive.

Headteacher's SEF Judgements:

	Autumn 17	Spring 18	Summer 18
OVERALL EFFECTIVENESS	2	2	2
Pupil outcomes	2	2	*
Teaching, learning and assessment	2	2	2
Effectiveness of leadership and management	2	2	2
Personal development, behaviour and welfare	2	2	2

*will grade pupil outcomes once data has been collected and analysed

Autumn 2017	
Date	7/11/17
SIA	R. Jamau

Local Authority Officer	*C Dudman*
Spring 2018	
Date	27/03/18
SIA	*R Nomou*
Local Authority Officer	*C Dudman*
Summer 2018	
Date	25/06/18
SIA	*R Nomou*
Local Authority Officer	*C Dudman*

Question prompts based on the Ofsted framework (updated 23rd August 2016)

OVERALL EFFECTIVENESS

- What is the quality of teaching, learning and assessment?
- Are all key judgements good or outstanding? One of the key judgements may be good, as long as there is convincing evidence that the school is improving this area rapidly and securely towards outstanding.
- Does the school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enable pupils to thrive?
- Is Safeguarding is effective?

EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

- Have leaders and governors created a culture that enables pupils and staff to excel. Are they committed unwaveringly to setting high expectations for the conduct of pupils and staff?
- How would you judge the quality of relationships between staff and pupils?
- Do leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. Are they uncompromising in their ambition?
- Have the school's actions secured substantial improvement in progress for disadvantaged pupils. Is Progress rising across the curriculum, including in English and mathematics?
- Do Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, secures excellent outcomes for pupils. Do Governors shy away from challenging leaders about variations in outcomes for pupil groups and between disadvantaged and other pupils nationally?
- Do leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. Do they use this to keep the school improving by focusing on the impact of their actions in key areas?
- Do leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement?
- Is teaching highly effective across the school?
- Do staff reflect on and debate the way they teach? Do they feel deeply involved in their own professional development?
- Have leaders created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils?
- Does a broad and balanced curriculum inspire pupils to learn?
- Does the range of subjects and courses help pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning?
- Are pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, at the heart of the school's work?
- Do leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour? Do leaders, staff and pupils tolerate prejudiced behaviour?
- Is safeguarding effective? Have leaders and managers created a culture of vigilance where pupils' welfare is actively promoted. Are pupils listened to and do they feel safe? Are staff trained to identify when a pupil may be at risk of neglect, abuse or exploitation and do they report their concerns. Do leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan?
- Do leaders' work to protect pupils from radicalisation and extremism? Do leaders respond swiftly where pupils are vulnerable to these issues? Does high quality training develop staff's vigilance, confidence and competency to challenge pupils' views and encourage debate?

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

- Do teachers demonstrate deep knowledge and understanding of the subjects they teach? Do they use questioning effectively and demonstrate understanding of the ways pupils think about subject content? Do they identify pupils' common misconceptions and act to ensure they are corrected?
- Are lessons planned effectively, making maximum use of lesson time and coordinating lesson resources well? Is pupils' behaviour managed effectively with clear rules that are consistently enforced?
- Do teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely? Do they introduce subject content progressively and constantly demand more of pupils? Do teachers identify and support any pupil who is falling behind, and enable almost all to catch up?
- Do teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support?
- Do teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills? Do pupils use this feedback effectively?
- Do teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come?
- Do teachers embed reading, writing and communication and, where appropriate, mathematics well across the curriculum, equipping all pupils with the necessary skills to make progress? For younger children in particular, is phonics teaching highly effective in enabling them to tackle unfamiliar words?
- Are teachers determined that pupils achieve well? Do they encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work? Do teachers have consistently high expectations of all pupils' attitudes to learning?
- Do pupils love the challenge of learning and are they resilient to failure? Are they curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills? Do they thrive in lessons and regularly take up opportunities to learn through extra-curricular activities?
- Are pupils eager to know how to improve their learning? Do they capitalise on opportunities to use feedback, written or oral, to improve?
- Are parents provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected? Are parents given guidance about how to support their child to improve?
- Are teachers quick to challenge stereotypes and the use of derogatory language in lessons and around the school? Do resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience?

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

- Are pupils confident, self-assured learners? Do their attitudes to learning have a strong, positive impact on their progress? Are they proud of their achievements and of their school?
- Do pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view?
- In secondary schools, does high quality, impartial careers guidance help pupils to make informed choices about which courses suit their academic needs and aspirations? Are they are prepared for the next stage of their education, employment, self-employment or training?
- Do pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life?
- Do pupils value their education and rarely miss a day at school? Are any groups of pupils disadvantaged by low attendance? Is the attendance of pupils who have previously had exceptionally high rates of absence rising quickly towards the national average?
- Does pupils' impeccable conduct reflect the school's effective strategies to promote high standards of behaviour? Are pupils self-disciplined? How common are incidences of low-level disruption?
- For individuals or groups with particular needs, is there sustained improvement in pupils' behaviour? Where standards of behaviour were already excellent, have they been maintained?
- Do pupils work with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying?

- Do staff and pupils deal effectively with instances of bullying behaviour and/or use of derogatory or aggressive language?
- Does the school have an open culture that actively promotes all aspects of pupils' welfare? Are pupils safe and do they feel safe at all times? Do they understand how to keep themselves and others safe in different situations and settings? Do pupils trust leaders to take rapid and appropriate action to resolve any concerns they have?
- Can pupils explain accurately and confidently how to keep themselves healthy? Do they make informed choices about healthy eating, fitness and their emotional and mental well-being? Do they have an age-appropriate understanding of healthy relationships and are they confident in staying safe from abuse and exploitation?
- Do pupils have a good understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites?
- Does pupils' spiritual, moral, social and cultural development equip them to be thoughtful, caring and active citizens in school and in wider society?

OUTCOMES FOR PUPILS

- Throughout each year group and across the curriculum, including in English and mathematics, do current pupils make substantial and sustained progress, develop excellent knowledge, understanding and skills, considering their different starting points?
- Does the progress across the curriculum of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll match or is it improving towards that of other pupils with the same starting points?
- Are pupils typically able to articulate their knowledge and understanding clearly in an age-appropriate way? Can they hold thoughtful conversations about them with each other and adults?
- Do pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age? Do pupils in Year 1 achieve highly in the national phonics check?
- For pupils generally, and specifically for disadvantaged pupils and pupils who have special educational needs and/or disabilities, is progress above average across nearly all subject areas?
- How many CLA do you have? Are they making progress in line with others nationally?
- From different starting points, is progress in English and in mathematics high compared with national figures? Does the progress of disadvantaged pupils from different starting points match or is improving towards that of other pupils nationally?
- Is the attainment of almost all groups of pupils broadly in line with national averages? If below these, is it improving rapidly?
- Are pupils exceptionally well prepared for the next stage of their education, training or employment and have they attained relevant qualifications? Compared with the national average for all pupils, do higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training? Do these destinations strongly support their career plans?

EARLY YEARS PROVISION

- Is the pursuit of excellence by leaders and managers shown by an uncompromising, highly successful drive to improve outcomes or maintain the highest levels of outcomes, for all children over a sustained period?
- Does incisive evaluation of the impact of staff's practice lead to rigorous performance management and supervision? Does highly focused professional development improve the quality of teaching?
- Is Safeguarding effective?
- Have there been any breaches of statutory welfare requirements?
- Is children's health, safety and well-being enhanced by the vigilant and consistent implementation of robust policies and procedures?
- Do leaders use highly successful strategies to engage parents and carers, including those from different groups, in their children's learning in school and at home?
- Is there a highly stimulating environment and exceptional organisation of the curriculum? Does this provide rich, varied and imaginative experiences?

- Is teaching consistently of a very high quality, inspirational and worthy of dissemination to others? Is it highly responsive to children's needs?
- Is assessment accurate and based on high quality observations? Does it include all those involved in the child's learning and development? Is provision across all areas of learning planned meticulously? Is it based on rigorous and sharply focused assessments of children's achievement so that every child undertakes highly challenging activities?
- Are children highly motivated and eager to join in? Do they consistently demonstrate curiosity, imagination and concentration? Are they highly responsive to adults and each other? Do they distract others or become distracted easily themselves?
- Are children developing a good understanding of how to keep themselves safe and manage risks? Do they demonstrate positive behaviour and high levels of self-control, cooperation and respect for others?
- Do children make consistently high rates of progress in relation to their starting points and are they well prepared academically, socially and emotionally for the next stage of their education? Are almost all children, including children who have special educational needs and/or disabilities, disadvantaged children and the most able, making substantial and sustained progress?
- Have gaps between the attainment of groups of children and all children nationally, including disadvantaged children closed or are they closing rapidly? Are any gaps between areas of learning closing?

16 TO 19 STUDY PROGRAMMES

- Do leaders pursue excellence? Have they improved provision and outcomes rapidly and reduced achievement gaps between groups by monitoring the quality of teaching, learning and assessment as well as learners' retention, progress and skill development?
- Do leaders plan, manage and evaluate study programmes so that learners undertake highly individualised and challenging learning that builds on their prior attainment, meets all the requirements of 16 to 19 provision and prepares them very well for future employment?
- Do learners without GCSE grades A* to C in either English or mathematics follow appropriately tailored courses in English and/or mathematics? Do the majority make substantial and sustained progress towards grade C or above?
- Does high quality impartial careers guidance ensure that learners follow study programmes that build on their prior attainment and enable them to develop clear, ambitious and realistic plans for their future? Do learners understand the options available and are they informed about local and national skills needs?
- Does teaching, learning and assessment support and challenge learners to make sustained and substantial progress in all aspects of their study programme? Does teaching enables learners who fall behind to catch up swiftly and the most able to excel?
- Are learners confident and do they conduct themselves well? Are they punctual? Do they have excellent personal, social and employability skills and do they undertake high quality non-qualification activities and work experience that matches their needs? Are attendance rates high.?
- Are learners safe and do they feel safe? Are they thoughtful, caring and respectful citizens? Do they take responsibility for keeping themselves safe and healthy and contribute to wider society and life in Britain?
- Throughout the time spent on their study programmes, do learners and groups of learners make substantial and sustained progress from their starting points? Are rates of retention high for almost all groups of learners? Are any
  gaps in the progress or retention of groups with similar starting points closing?
- Do almost all learners progress swiftly to higher levels during their study programme? Do almost all learners complete their study programmes, achieve qualifications relevant to their career aims and move on to sustained education, employment, training or an apprenticeship?
- Is progress on level 3 qualifications in terms of value added above average across nearly all subjects?

	INTERNAL
Paper title:	DfE governance review
Board/Committee:	UAE LGB
Date of meeting:	11 July 2018
Author(s):	Ruth Murton, DfE governance advisor
Sponsor(s):	Nicole Louis, interim CEO
Purpose:	For Information
Recommendation:	The LGB is requested to note the DfE governance review and management responses.

Executive Summary

As part of its transitional funding agreement with the UTC, the DfE required an external review of the governance of the UTC. This was done by Ruth Murton, National Leader in Governance.

The review and management responses are attached for information.

The review is helping inform proposals to amend the governance structure of South Bank Academies, including the remit of the LGBs.

There are currently two proposed models being developed which are taken from examples currently applied within the academy sector. They reflect varying levels of local autonomy for LGBs and School Principals, and often relate to practical management considerations, e.g. the number of schools within a trust.

Model A centralises control to the Board and CEO/Executive Principal, with both LGBs and School Principals largely implementing decisions taken elsewhere, other than day-to-day. This model is applied by the Harris and Ark multi-academy trusts which have 44 and 35 schools respectively.

Model B is a hybrid model in which academic accountability, within the Board frameworks, lies at local level (LGB and School Principal), while business control is centralised through a General Manager.

The Board of SBA will be asked to approve any proposed changes in due course.

Review of Governance

School/Academy: South Bank Engineering UTC

Date of Audit: March/April 2018

Conducted by: Ruth Murton, National Leader of Governance

Introduction

The review was conducted between 21st March 2018 and 17th April 2018. A number of interviews were carried out with: the CEO, who was at the time also the Chair of the Local Governing Body; the Principal, Chair of Learning and Teaching Committee; a Trustee, who is also a governor; a parent Governor, a 'community' governor who is from one of the employers working with the UTC; as well as the Clerk. Governing Body minutes were scrutinised as well as a variety of supporting reports and documents. A facilitated self-evaluation session was conducted with a small group representative the Local Governing Body (LGB).

Summary

South Bank Engineering UTC opened in September 2016, located in temporary accommodation. The UTC and University Academy of Engineering South Bank are both sponsored by London South Bank University (LSBU). Shortly after the UTC opened, a South Bank Academies MAT was established to incorporate both organisations. Sponsors include the University and employers such as Skanska, Guy's and St Thomas' and King's college NHS Foundation Trusts. There are also wider partnerships.

The UTC moved into its purpose built home for its second year of operation. It is open to young people aged 14-19. The UTC now has about 187 students across years key stage 4 and 5, teaching traditional subjects as well as a variety of technical courses specialising in engineering, especially building systems, and medical engineering.

The CEO stepped down from the role of both CEO and Chair of the Local Governing Body (LGB) during the review, as previously planned. The outgoing CEO fulfilled the role of safeguarding governor too. An interim CEO has been appointed; there is an expectation that they will carry out these governing roles too.

The LGB operates with two committees; Learning & Teaching and Finance & General Purposes. A third committee had been planned for 'student welfare' but has not been set up yet; neither have the proposed 'lead governor' roles as per the scheme of delegation.

There are university employees on the LGB as well as employer representatives; the Financial Controller from the LSBU chairs the Finance and General Purposes Committee.

Review of Governance

Key findings

Governing Body's overall effectiveness

1. The Local Governing Body (LGB) was set up in its current guise to establish the UTC. The CEO, a founder and key driver of the project is also Chair of the LGB. The make-up of the LGB is dictated by the Scheme of Delegation; requiring up to twelve governors in total.
There is insufficient independence from the Trust Board and LSBU. There is overlap in membership with the Trust Board; some Trustees being governors of the LGB too. In addition, key governor roles are being carried out by university employees: CEO, chair and safeguarding lead; Financial Controller of LSBU chairing the Finance and Purposes committee.

2. The Scheme of delegation is not fully understood by members of the LGB. It doesn't adequately differentiate between the role of the Trust Board and what is expected of the LGB. It does include instructions that the LGB must appoint governors to specific roles. With the exception of the CEO acting as Safeguarding Governor, none of the other roles have been allocated.

3. No specific communications process or plans exist between the Trust Board and LGB. There is over reliance on the CEO and trustees being members of the LGB to facilitate communications. With the change in CEO this may become an issue.

4. The current clerk is part of LSBU governance team and has not received specific training regarding clerking for 'school' governance. The minutes of the meetings may provide a succinct summary of the meeting but do not demonstrate any rigour of governance.

5. A new governor induction process has not been established. New governors are encouraged to attend the LA induction training and safeguarding training is provided in-house. There is a code of conduct but it is not reviewed annually by governors or specifically signed up to.

   The LSBU portal contains documents relevant to the operation of the LGB but there is no single point of instruction or reference to The Governance Handbook, The Governance Competency Framework or The Academies Financial Handbook. The training log indicates that most governors are not participating in LA training.

6. There is no evidence of a skills audit having been complete or an accompanying training and development plan. Neither governors nor the Clerk have received any training regarding the role of the clerk/governors on complaints panels or Permanent Exclusion panels.

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Review of Governance

Vision, Ethos and Strategy

7. There is a shared vision for the UTC which governors can confidently articulate. There is a UTC self-evaluation and Improvement Plan. The Principal writes the Improvement Plan and gathers feedback from the Trust with only limited input from governors. There is potential for more work with the LGB.
    Governors were unsure of the process of developing the SDP or how the strategic planning cycle should inform the Governing Body's activities and agenda setting. Governors do understand the current priorities and most can articulate these.

    Some governors expressed some doubt that students understood the ethos of the UTC. The Principal has sought views from Parents, staff and pupil this year, these have yet to be incorporated into the UTC development plan.

8. Cross MAT governance working is limited and is overly reliant on the CEO. Some trustees are also directly involved in local governance within the academies within the MAT. The UTC LGB does not have a close working relationship with the LGB of the other academy within the Trust.

Effective Accountability

9. The Principal includes a significant quantity of pupil performance data in his reports. Not all governors understand the UTC's performance data - in-year progress tracking data. As a result governors may be unable to fully hold school leaders to account.

10. A governor visit schedule, protocols and monitoring programme have not been established. There is some evidence that governors understand the importance of linking visits to information and data provided but as no governors have specific roles allocated, there are little or no strategic monitoring visits taking place. Some governors visit the UTC but largely this is as part of other roles (employer or for LSBU).

11. Governors do not have sufficient awareness of the 'vulnerable' groups, including disadvantaged pupils, within the UTC. Whilst there is some understanding of the strategies that are in place to support the attainment and progress of these groups, generally governors do not have sufficient understanding of pupil premium or their role in monitoring the impact.

12. Governors' understanding of the factors that lead to effective teaching and learning is growing and they know that a well thought-out and transparent appraisal process is essential, but knowledge of how the Head/SLT monitor the quality of teaching and how this in turn informs appraisal targets and CPD is incomplete. Too few governors are aware of the significance of the appraisal process and how this links into performance-related pay.

13. There is limited evidence of challenge around the financial forecasts, budget and the UTC's financial efficiency; monitoring by governors is limited due to the dearth of information that has been provided.

    Knowledge of the UTC's financial responsibilities and accountability is limited. There have been several changes in Business Manager and the UTC is still without a permanent one. This has impacted on the quality of monitoring because of the lack of reporting of financial matters.

Review of Governance

Recommendations

Governing Body's overall effectiveness

1. A chair independent of the Trust Board and preferably the SBU should be appointed. The role must not be filled by an employee of the Trust. Governors need to be empowered to build separation from Trust Board and the CEO role. Changing the LGB leadership and creating more separation will require consideration to communication between the Trust Board, executive leadership and the LGB.

2. The Scheme of Delegation must be clarified by the Trust Board providing direction as to the role of the LGB, and what is expected of them in practice.

3. The Clerk must receive training in clerking for academies. The Department for Education has contracted 5 organisations to provide a clerking development programme. One of these courses or something very similar would be appropriate.

   When revising the approach to the minutes, questions should be captured and attributed to individuals within the minutes. This would demonstrate the quality and distribution of questions being asked.

4. A new-governor induction plan and governor development programme must be developed to build knowledge and confidence and transfer skills. It should, as a minimum, incorporate: introduction to the UTC; using data to monitor and evaluate performance; school visits; financial efficiency and effectiveness; Headteacher recruitment; leadership and chairing skills.
   The ongoing development programme should have a focus on succession planning and include chair and aspiring chair specific training.

5. The Governing Body must carry out a skills audit to ensure they have the right skills; it should do this by matching the skills demonstrated to the needs of the UTC. It should also be used to inform their individual governor development plans. Governors must reflect on how they should be operating and reaffirm a code of conduct and their roles.

Vision, Values and Strategic Priorities

6. The LGB must have more active input into the development of the UTC development plan. Governors must ensure that they fully understand the UTC Development Plan, know its priorities are the correct ones for the school and that these priorities drive monitoring and governor questioning/accountability. The LGB should assign governors individual monitoring roles aligned to the strategic priorities.

7. The MAT should encourage cross MAT working, joint sessions with Trustees and governors from both the UTC and Academy would be mutually beneficial and form a key part of the development governance.

Effective accountability

8. Governors must ensure that their understanding of in-school data is matched by an accurate understanding of how the school compares to others and particularly how it fares against national expectations once this summer's results are published.

9. All governors need to develop a deeper understanding of the UTC's context. Training on Pupil Premium should be linked to interventions for all disadvantaged pupils, their impact on accelerating progress.

10. A governor visit schedule, protocols and monitoring programme should be established; these could be linked to specific improvement priorities within the UTC Improvement Plan. Appropriate training should be provided to ensure governors are confident when visiting and are able to triangulate their observations with data and information provided from all sources.

11. Governors must ensure that they are able to link the monitoring of the quality of teaching and pupil outcomes with appraisal and performance-related pay. Training should be accessed to acquaint more governors with the process.

12. A governor apart from LSBU Financial Controller must be appointed as Chair of Finance and General Purposes Committee. The LGB's financial responsibilities need to be better understood. In particular, understanding and skills need to be further developed so they are able to ensure financial effectiveness and efficiency.

Ruth Murton

National Leader of Governance

Director, Leadershipwise Ltd

30th April 2018

Attached to this report:

Annex 1 - A summary of governor training and development

Annex 2 The governance training plan

Review of Governance

Annex 1 -Summary of Training and development programme

See the training and development plan for details in Annex 2

- ü UTC new governor induction to be linked to LA generic new governor training

- ü Training and ongoing development of clerk

- ü Chair and prospective chair development

- ü Session to work with the Principal and SLT to develop UTC Improvement Plan priorities

- ü Training on deeper understanding of in school tracking data as well as Government tracking performance measures as part of Analyse School Performance and Inspection Data Summary Report

- ü General training for all governors and specific training for each governor taking on defined roles; safeguarding, Disadvantaged Pupils, SEND, Health and Safety, finance

- ü How to plan and carry out effective governor visits which will provide evidence of monitoring

- ü Teacher and Headteacher performance management

- ü Governor Panels – with particular reference to Pupil Exclusion panels

- ü UTC/Academy Finance – understanding funding and monitoring and achieving Value for Money

- ü Cross MAT working session aimed to improve governance

Review of Governance

Annex 2 - Governance Training Plan South Bank Engineering UTC Local Governing Body

Objective	Training & Development	Who	When	Desired impact
All governors understand their roles and responsibilities on joining the LGB	Induction programme for all new governors made up from: · LA introduction to governance or completion of online induction, plus · A programme designed for governance within the UTC/SBA MAT governance	All governors	Within first term of joining the LGB	All governors to be able to have maximum impact as quickly as possible by: 1. Knowing their role 2. Understanding the UTC and the way it functions and the community 3. Ensuring compliance with Scheme of Delegation
Improve the quality of clerking provision to a standard of 'professional clerking'	· Participation in regular LA clerks' briefing · Completion of Clerks' Development Programme · Participation in performance management process as clerk to the LGB	The appointed Clerk	As soon as possible	Improve the quality of clerking and ensure that governance is fully compliant and meets expected standard.
Align the standard of chairing to the expectations set within the competency framework	Leadership development Programme for leaders from within MATS	Chair and prospective future chairs	On appointment of new chair to replace outgoing chair	· Improve the impact of the chair to lead LGC fully effectively · increase capacity to improve the effectiveness of the LGC in line with the 'Competency framework for governance' (particularly boards' ability to provide strategic leadership and data-driven accountability for educational standards and financial performance)
Increase the degree of ownership of the UTC improvement plan by the LGB	A joint SLT/LGB session working together on development of the top-level priorities	LGB and SLT	To fit in with the UTC development planning schedule	Improve governors' ownership of the UTC improvement plans and understanding of the strengths/weaknesses

Review of Governance

Objective	Training & Development	Who	When	Desired impact
Governors to have a deep understanding of in-school tracking data as well as Government tracking performance measures as part of Analyse School Performance (ASP) and Inspection Data Summary Report (IDSR)	Two strands to this development: · In-house session on UTC data tracking systems and reporting · Attendance at LA data sessions that aim to ensure governors understand government headline measures and ASP/IDSR reporting	All governors	In two phases: · In-house tracking first · External comparative data following 2018 results for KS4 and KS5	Fully equip governors to be able to forensically evaluate data provided and challenge UTC performance
All governors to have sufficient understanding of safeguarding, Disadvantaged pupils, SEND, health and safety.	· All governors to engage in LA or other provider training to ensure they have sufficient knowledge and understanding to perform their roles.	All governors	This training needs to be prioritised to fit with the needs of the UTC and compliance. All governors must have safeguarding training and follow this up at intervals to keep up to date	· Ensure the UTC is meeting expected standards and is compliant · Improve the effectiveness of governance
Specific training for each governor taking on defined roles; safeguarding, Disadvantaged Pupils, SEND, Health and Safety, finance	· Each identified 'lead governor' to engage in more detailed development about their specific area of expertise to link their knowledge to the needs of the UTC	Lead governors by specific area	On appointment, engage in appropriate training and development within UTC and LA	Improve effectiveness of the LGB to hold the UTC to account
Improve understanding of teacher and Headteacher performance management procedures and processes.	Training and development for governors regarding PM and PRP for Headteachers and school staff	Principal's PM panel and governors / committee with oversight of performance of teachers and their PM	To fit in with the PM cycle	Governors understand the mechanisms for driving school improvement through PM and PRP

Review of Governance

Objective	Training & Development	Who	When	Desired impact
Improve governors understanding funding, monitoring and achieving Value for Money	UTC/Academy Finance – understanding funding and monitoring and achieving Value for Money	Governors on the finance and general purposes committee	As soon as possible	Improve the accountability to LGB on all financially related matters
Improve governors' visits to UTC so they are planned and effective strategic governor visits providing evidence of monitoring against UTC priorities	Effective governor visits, can be developed in house with a governor visit and reporting protocol.	All governors	On appointment of new chair	Ensure the governors can demonstrate that they have evidence of their own that supports the views of senior leaders, external consultants and data available regarding UTC improvements
Governor Panels – with Particular reference to Pupil Exclusion panels	General training on participating in panels (Disciplinary, grievance and parental complaints). Pupil exclusion panels	All governors and the clerk	· General training on panels should be as soon as possible. · Pupil exclusions could wait (unless there is a potential exclusion until the autumn term.	Governors are prepared for sitting on panels so they understand their role and associated legislation and statutory guidance
Cross MAT working session aimed to improve governance	A workshop session to ensure all governors and trustees understand the scheme of delegation in practice	All involved in governance across the MAT	Timed as part of the delivery of reviewed governance	Improve understanding of how governance works across the MAT and build on good practice.

Review of governance

South Bank Engineering UTC

Recommendations and management responses

Governing Body's overall effectiveness

1. A chair independent of the Trust Board and preferably the SBU should be appointed. The role must not be filled by an employee of the Trust. Governors need to be empowered to build separation from Trust Board and the CEO role. Changing the LGB leadership and creating more separation will require consideration to communication between the Trust Board, executive leadership and the LGB.
We are developing the Scheme of Delegation to clarify the relationships between the LGB and the Board. We will appoint a new LGB Chair who will be a trustee (under article 51) and not an employee.

2. The Scheme of Delegation must be clarified by the Trust Board providing direction as to the role of the LGB, and what is expected of them in practice.
Agreed. This is in progress.

3. The Clerk must receive training in clerking for academies. The Department for Education has contracted 5 organisations to provide a clerking development programme. One of these courses or something very similar would be appropriate.
Agreed. The Clerk will undertake appropriate training.

When revising the approach to the minutes, questions should be captured and attributed to individuals within the minutes. This would demonstrate the quality and distribution of questions being asked.
Agreed. We will review the approach to minutes.

4. A new-governor induction plan and governor development programme must be developed to build knowledge and confidence and transfer skills. It should, as a minimum, incorporate: introduction to the UTC; using data to monitor and evaluate performance; school visits; financial efficiency and effectiveness; Headteacher recruitment; leadership and chairing skills.
The ongoing development programme should have a focus on succession planning and include chair and aspiring chair specific training.
The current induction process for new and local governors will be updated to clarify training needs. Chair and aspiring Chair training will take place, as required.

5. The Governing Body must carry out a skills audit to ensure they have the right skills; it should do this by matching the skills demonstrated to the needs of the UTC. It should also be used to inform their individual governor development plans. Governors must reflect on how they should be operating and reaffirm a code of conduct and their roles.

We will update the existing LGB skills matrix, following approval of the new Scheme of Delegation.

Vision, Values and Strategic Priorities

6. The LGB must have more active input into the development of the UTC development plan. Governors must ensure that they fully understand the UTC Development Plan, know its priorities are the correct ones for the school and that these priorities drive monitoring and governor questioning/accountability. The LGB should assign governors individual monitoring roles aligned to the strategic priorities. Agreed. This will be detailed in the Scheme of Delegation.

7. The MAT should encourage cross MAT working, joint sessions with Trustees and governors from both the UTC and Academy would be mutually beneficial and form a key part of the development of governance.
A joint strategy day was held in November 2017 and a similar session will follow in 2018 to facilitate cross-MAT working.

Effective accountability

8. Governors must ensure that their understanding of in-school data is matched by an accurate understanding of how the school compares to others and particularly how it fares against national expectations once this summer's results are published. Reporting will be agreed for Principal's reports. Governors received training on UTC data ahead of their last meeting.

9. All governors need to develop a deeper understanding of the UTC's context. Training on Pupil Premium should be linked to interventions for all disadvantaged pupils, their impact on accelerating progress.
This will be achieved through induction, link governors and Pupil Premium strategy.

10. A governor visit schedule, protocols and monitoring programme should be established; these could be linked to specific improvement priorities within the UTC Improvement Plan. Appropriate training should be provided to ensure governors are confident when visiting and are able to triangulate their observations with data and information provided from all sources.
Agreed. A new rota will be developed for the new school year.

11. Governors must ensure that they are able to link the monitoring of the quality of teaching and pupil outcomes with appraisal and performance-related pay. Training should be accessed to acquaint more governors with the process.
The LGB will receive a report from the Principal on the quality of teaching and pupil outcomes. Appraisal and PRP are matters for the CEO and Principal.

12. A governor apart from LSBU Financial Controller must be appointed as Chair of Finance and General Purposes Committee. The LGB's financial responsibilities need to be better understood. In particular, understanding and skills need to be further developed so they are able to ensure financial effectiveness and efficiency.

Financial responsibilities are being clarified in the Scheme of Delegation. A Business manager is being appointed and will report on financial performance to the LGB. A finance link governor will be appointed. The work of sub-committees is being absorbed into the LGB.

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Paper title:	May 2018 Management Account
Board/Committee	University Academy of Engineering Local Governing Body
Date of meeting:	11 July 2018
Author:	Michael Okelola, Interim Accountant
Purpose:	To Note
Recommendation:	The LGB is requested to note the attached management accounts and commentary

Summary:

The year to date financial position for University Academy of Engineering shows a surplus of £208k against a budget surplus of £340k. This is primarily due to overspend against budget on staffing and lower than expected catering and other income. The full year forecast is for a small surplus of £91k, a variance of £413k against budget.

	YTD £'000			Full Year £'000		
	Actual	**Budget**	**Variance**	**Forecast**	**Budget**	**Variance**
Income	3,653	3,709	(56)	4,852	4,908	(56)
Staffing cost	2,287	2,154	(132)	2,992	2,859	(133)
Operating Expenditure	1,157	1,215	58	1,768	1,544	(224)
Total expenditure	3,444	3,369	(75)	4,760	4,403	(357)
Surplus/(Deficit)	208	340	18	91	504	(413)

Background

The report attached shows the financial position for the periods from September 2017 to May 2018. Overall, the improvements in financial controls and procedures will provide assurance needed, that the accounting records at period end give a true and fair reflection of the financial position
of the UAE.

Forecast

The forecast for the full year to August 2018, is based on adjusting the full year budget with the year to date variance. Forecast staffing cost is higher than budget due to the additional cost for agency staffing. There are a number of unbudgeted items of expenditure including IT

expenditure, Schedule 21 costs and deprecation. It expenditure is being analysed and may be reclassified as capital, thus increasing the forecast out-turn.

Staffing cost

Staffing cost spend to date is £2,287k compared to budget of £2,154k, representing an overspend of £132k. The overspend is as a result of agency teaching staff and support staff to cover vacancies and absence. Agency staffing cost for the rest of the year is not expected to be as high as it was in the first part of the academic year.

Operating Expenses

Operating expenses year to date shows an underspend of £57K compared to budget; this is mainly due to higher than expected budget for fixed assets and acquisitions and non-IT equipment cost, some of which will be reclassified as capital at year end. Other cost that impact the YTD figures includes, central management cost between the UAE and Trust included in the budget not charged until the end of the year.

Cashflow

The cashflow status of the academy is reviewed centrally by the Trust to ensure there is adequate funds to cover its operational activities.

Recommendation
The Local Governing Body is requested to note the attached management accounts and commentary.

UAE Management Accounts Report - May 2018

UAE SOUTH BANK — Create your future

Selection Criteria:

Company(s) - **University of Engineering ;** Location(s) - **As Selected ;** Period - **2017/18.09 ;** Year End Period(s) - **None ;** Budget - **ACA BUDGET 17-18 ;** Revised Budget - **ACA BUDGET 17-18** ; Forecast Budget - **BUDGET** ; Cost Type(s)
- **As Selected** ; Activities - **XNODET - No Details** ; Include Commitments - **No** ; Show Detail Lines - **Hide** ; Show Current Period Section - **Yes** ; Show Location As - **Non-Consolidated**

	PY Actual	Actual	BUDGET 17-18	Variance	PY Actual	Actual	BUDGET 17-18	Variance	PY Actual	BUDGET 17-18	Forecast	(%)
Income												
A0 - GAG funding	-	359,478	377,419	(17,941)	3,041,842	3,563,198	3,509,925	53,273	3,353,758	4,642,180	4,695,453	80.85 %
A2 - Other Govt Grants	-	-	7,000	(7,000)	30,098	39,650	63,000	(23,350)	66,094	84,000	60,650	47.20 %
A3 - Private Sector Funding	-	716	-	716	-	716	-	716	-	-	716	-
A4 - Other Income	5,005	7,077	15,191	(8,114)	61,515	49,687	136,719	(87,032)	80,792	182,295	95,263	27.26 %
Total Income	**5,005**	**367,272**	**399,610**	**(32,338)**	**3,133,455**	**3,653,250**	**3,709,644**	**(56,394)**	**3,500,644**	**4,908,475**	**4,852,081**	**78.90 %**
Expenditure												
Staffing Expenditure												
B0 - Teaching Staff	100,917	152,890	159,678	6,788	888,905	1,376,250	1,477,109	100,859	1,043,134	1,956,143	1,855,284	70.36 %
B1 - Educational Support Staff	12,723	33,295	21,074	(12,221)	118,235	267,927	189,666	(78,261)	156,951	252,888	331,149	105.95 %
B2 - Premises Staffing	6,803	6,858	5,223	(1,635)	61,246	46,436	47,001	565	78,876	62,670	62,105	74.10 %
B3 - Admin Staffing	20,370	41,381	28,776	(12,605)	142,259	252,192	258,984	6,792	262,048	345,312	338,520	73.03 %
B5 - Agency Staff	24,604	36,251	20,209	(16,042)	368,022	344,407	181,881	(162,526)	552,691	242,508	405,034	142.02 %
Total Staffing Expenditure	165,416	270,676	234,960	(35,716)	1,578,666	2,287,213	2,154,641	(132,572)	2,093,700	2,859,521	2,992,093	**79.99 %**
C0 - Maintenance of Premises	1,455	14,073	6,896	(7,177)	130,372	274,105	62,064	(212,041)	85,184	82,752	294,793	331.24 %
C1 - Other Occupational Costs	37	5,877	21,531	15,654	161,313	194,296	199,785	5,489	193,267	264,375	258,886	75.24 %
D0 - Educational Supplies and Services	7,241	24,173	40,156	15,983	121,743	224,635	361,420	136,785	175,515	481,887	345,102	46.62 %
E0 - Other Supplies and Services	6,741	19,429	37,856	18,427	391,783	339,155	561,648	222,493	319,313	675,212	673,672	50.23 %
F0 - ICT Costs (Non Capital)	583	2,349	-	(2,349)	18,755	39,711	-	(39,711)	33,621	-	39,711	-
G0 - Staff Development	1,344	4,221	3,334	(887)	64,044	69,520	29,998	(39,522)	76,258	40,000	79,522	173.80 %
H0 - Other GAG Expenses	(43)	15,730	-	(15,730)	(43)	15,730	-	(15,730)	(45,708)	-	15,730	-
I0 - Depreciation	-	-	-	-	-	-	-	-	212,779	-	60,614	-
Total Other Expenditure	17,358	**85,851**	**109,773**	**23,922**	887,967	**1,157,152**	**1,214,915**	**57,763**	1,050,229	**1,544,226**	**1,768,030**	**75.24 %**
Total Expenditure	**182,773**	**356,526**	**344,733**	**(11,793)**	**2,466,633**	**3,444,365**	**3,369,556**	**(74,809)**	**3,143,929**	**4,403,747**	**4,760,123**	**77.54 %**
Surplus / (Deficit) excl. Capital	**(177,768)**	**10,745**	**54,877**	**(20,545)**	**666,821**	**208,885**	**340,088**	**(131,203)**	**356,716**	**504,728**	**91,958**	

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Paper title:	2018/19 Draft Budget
Board/Committee	University Academy of Engineering LGB
Date of meeting:	11 July 2018
Author:	Natalie Ferer
Purpose:	To Note
Recommendation:	The LGB is requested to note the attached draft budget

Summary

A draft budget has been prepared and is being considered by the SBA Executive. The budget will be considered and approved at the SBA board on 19th July.

Further refinement of the budget figures will take place in October if pupil numbers change.

The draft budget presented below returns a surplus of £302k, representing 5% of income Pay costs represent 66.0% of income.

Income

GAG income is based on the ESFA estimate of 642 pupils in years 7-11 and 69 16-19 pupils It assumes that the proportion of pupil premium funded students remains the same as in 2017/18 and on 10 students receiving £12,500 annual top up funding each.   Other income is for catering and is offset against catering expenditure.

Pay costs

Increases in pay costs, compared to 2017/18, reflect increases in student volumes, changes in the structure of the SLT and staffing costs associated with the Day 10 initiative.

Non pay

Includes contribution to MAT costs of 3.5% of GAG income.

Capital and Deprecation

A budget for capital replacement and deprecation is being prepared at Trust level and equipment purchase or replacement has not been included in the figures below. Where equipment in use in the Academy has been funded from specific government grants, no deprecation needs to be charged to expenditure and the deprecation, so the depreciation shown in the budget is for equipment purchased out of normal GAG and other revenue funding.

	Budget 2018/2019	2017/18 May Forecast
Income		
A0 - GAG funding	5,830,856	4,695,453
A2 - Other Govt Grants	118,035	61,366
A4 - Other Income	114,835	95,263
Total Income	**6,063,726**	**4,852,082**
Expenditure		
Staffing Expenditure		
B0 - Teaching Staff	2,431,802	1,855,284
B1 - Educational Support Staff	827,649	331,149
B2 - Premises Staffing	63,535	62,105
B3 - Admin Staffing	387,900	338,520
B5 - Agency Staff	170,000	405,034
Total Staffing Expenditure	**4,000,943**	**2,992,092**
C0 - Maintenance of Premises	186,477	294,793
C1 - Other Occupational Costs	230,285	258,886
D0 - Educational Supplies and Services	596,700	345,102
E0 - Other Supplies and Services	524,695	673,672
F0 - ICT Costs (Non Capital)	42,000	39,711
G0 - Staff Development	80,300	79,522
H0 - Other GAG Expenses		15,730
I0 - Depreciation	100,000	60,614
Total Other Expenditure	**1,760,457**	**1,768,030**
Total Expenditure	**5,761,400**	**4,760,122**
Surplus / (Deficit) excl. Capital	302,326	91,960
Surplus as % of income	5.0%	1.9%
Pay costs as % of income	66.0%	61.7%

Recommendation

The Local Governing Body is requested to note the attached draft budget for 2018/19.

	CONFIDENTIAL
Paper title:	Discussions at subcommittees
Board/Committee	University Academy of Engineering Local Governing Body
Date of meeting:	11 July 2018
Author:	Alexander Enibe, Clerk
Purpose:	To update the LGB
Recommendation:	To note

Executive Summary

A summary of committee discussions is provided for information. The minutes have been prepared. Papers are available on the Modern.gov website. The Local Governing Body is requested to note the report.

Summary of Committee discussions

Learning and Teaching Committee – 14 June 2018

The committee discussed:

- the Design and Engineering Department presentation.
- the departmental review. Lazarus Fiberesima confirmed that the review was done and recommendations implemented. He confirmed that the Year 13 BTEC results are out and positive. Lazarus confirmed that the moderator was pleased with the grading used.
- employment engagements. Lazarus confirmed that all six formers are on mentoring schemes and doing various employment engagements.
- the level of involvement with LSBU.
- the curriculum development. Jon Searle confirmed the change of curriculum and that teachers are now teaching the students knowledge.
- google classrooms. Nick Moore confirmed that the school is moving unto a new google system. Nick said that the google system has full functionality, user-friendly, designed for education (unlike office 365), and is free. With google education system, every work done by a student is linked to the student's email, so that the student and their parents can see what the student has been doing and the teachers can also provide feedback.

Finance and General Purposes Committee – 14 June 2018

The committee discussed:

- the management account to April 2018. The committee noted that the year to date financial position shows a surplus of £198k against a budget surplus of £285k. The full year forecast is a surplus of £208k against a budget surplus of £163k.
- the pupil premium expending plan for 2017/18 and 2018/19. The committee requested that the Principal show the impact of the pupil premium spend on the students at a future committee meeting.
- the premises and health & safety report. The committee noted plan to demolish buildings around the UAE. The committee suggested that the Principal include this in the UAE risk register so that the SBA Board is aware of it.