Meeting of the South Bank Engineering UTC Learning & Teaching Committee

3.30 - 5.00 pm on Wednesday, 7 February 2018
in South Bank Engineering UTC - South Bank Engineering UTC, 56 Brixton Hill SW2 1QS

Agenda

No.	Item	Pages	Presenter
1.	Welcome and apologies		IB
2.	Declarations of interest		IB
3.	Minutes of previous meeting	3 - 6	IB
4.	Matters arising	7 - 8	IB
	Items to discuss		
5.	Learning areas and Achievement report (delivery of curriculum, attainment and targets)	9 - 14	DC
6.	UTC Employer partner inputs and key employer projects scheduling	15 - 22	DC
7.	Review Quality of Teaching and Staffing/Management levels	23 - 26	DC
8.	Review pupil attendance and exclusions	27 - 30	DC

Date of next meeting
3.30 pm on Wednesday, 11 April 2018

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

In attendance: Alexander Enibe and Rao Bhamidimarri

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**Minutes of the meeting of the South Bank Engineering UTC Learning &
Teaching Committee
held at 3.30 pm on Wednesday, 22 November 2017
South Bank Engineering UTC, 56 Brixton Hill SW2 1QS**

Present
Ian Brixey (Chair)
Dan Cundy
Richard Parrish
Joanne Young

Apologies
Tony Roberts
Rao Bhamidimarri

In attendance
Alexander Enibe

1.   **Welcome and apologies**

The chair welcomed governors to the meeting.

The above apologies were noted.

2.   **Declarations of interest**

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

3.   **Minutes of previous meeting**

The committee approved the minutes of the meeting held on Wednesday, 3
May 2017.

4.   **Matters arising**

The committee discussed the pending matters arising from the meeting of 5
May 2017.

The committee discussed the process of gathering predicted and assumed
grades, and the use of case studies. The Principal agreed to use the case
studies to make the process clearer, and that this will be evident in the
presentation at the next meeting of 7 February 2018.

The committee requested to see the results of the interventions agreed at the
last meeting in the next meeting of 7 February 2018.

5. **Learning areas report**

    The committee noted the learning areas report.

    The Principal took the committee through the report.

    In English, the committee noted that the pressure of the exams is affecting some of the year 11 students' confidence and behaviour. The Principal's team is exploring different ways to support them.

    In Engineering, the committee noted the delay in the delivery and installation of engineering equipment and this is causing delays in the delivery of curriculum.

    The committee noted the challenge in recruiting an experienced engineering teacher. The Principal confirmed the availability of an experienced engineer who is able to work 3 days a week. The Principal would discuss with the CEO to make the funds available in the budget to recruit the engineering teacher immediately. The Principal will update the committee on the outcome.

    The committee noted that a new maths teacher would be starting in January 2018.

6. **Student progress report including SEN and vulnerable groups**

    The committee discussed the report on student progress.

    The Principal confirmed that Ofsted had approved the criteria being used to set targets.

    The committee noted that the report had old data and it was agreed that an updated report would be presented at the next meeting of 7 February 2018. The committee requested that there should be a separate column for the national average and in house target level in the report.

    The committee noted the good results from some of the students and commended the teachers.

7. **UTC Employer partner inputs**

    The committee noted the report.

    The committee noted that Skanska has been introducing the UTC to new construction companies.

8. **Quality of Teaching Review**

    The committee noted the report.

9.   **Pupil attendance and exclusions review**

The committee noted the report.

The Principal took the committee through the measures being taken to reduce lateness at the UTC, as this is a key priority for the UTC.

10.   **Review committee terms of reference**

The committee noted the terms of reference.

The committee suggested that the terms of reference should come from the Trust, and there should be uniformity in the names of parties to the terms of reference to avoid ambiguity.

The clerk informed the committee that there is an LSBU group governance structure review ongoing, and that South Bank Academies and the Local governing Bodies are part of this review.

Date of next meeting
3.30 pm, on Wednesday, 7 February 2018

Confirmed as a true record

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SOUTH BANK ENGINEERING UTC LEARNING & TEACHING COMMITTEE - WEDNESDAY, 22 NOVEMBER 2017
ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
4.	Matters arising	In gathering predicted and assumed grades, Principal to use case studies to make the process clearer to be presented at the next meeting of 7 February 2018.		Dan Cundy	To do
		Committee to see the results of the interventions agreed at the last meeting in the next meeting of 7 February 2018		Dan Cundy	To do
6.	Student progress report including SEN and vulnerable groups	Committee requested updated Student progress report including SEN and vulnerable groups - to be presented at the next meeting of 7 February 2018		Dan Cundy	Completed

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South Bank Engineering UTC

Learning area and achievement report
Cover sheet

Dan Cundy. 30th January 2018.

-Year 11 as primary area of focus especially for English and maths, with targeted intervention and management activity in place to raise achievement

-Science and computer science broadly performing well

-Engineering outcomes are strong despite framework and management challenges and very inexperienced team

-Year 11 professional prediction data has weakened mostly due to examination technique being addressed

-Performance by group shows variability, with large impact of three underperforming students being addressed

-Year 10 a weaker cohort and below target from professional prediction data with different target-setting methodology

-Work in place to support accelerated progress of Year 10 despite challenges with the cohort – large class sizes, multiple needs, limited staffing capacity

-Some strong performance at grade 5+ in subject areas with Year 10

Learning area and achievement report

Dan Cundy. 30th January 2018.

Learning areas report

English

Very strong teaching overall. Proactive work to drive progress especially in Year 11 with additional withdrawal groups and booster sessions. Use of competition and public league tables. Year 10 now set by ability. Year 12 re-take group lacking commitment and maturity. TA and Yipiyap working well. Seeking to offer A level English for 2018.

Maths

Stronger teaching now permanent team established with Sam Ottley joining from January. Additional small group withdrawal for Year 11 weakest students. Core maths Year 12 and 13 far stronger now. Additional TA support needed.

Science

Much greater range and quality of practical science. Teaching broadly good, although inconsistent lead teacher. Larger team enables specialist teaching. A level going well. Technician support has moved department forward.

Engineering

Lack of capacity and experience boosted temporarily by business supply teacher; longer-term solution being sought. More workshop activity appreciated by students; range of employer projects ongoing. Challenge with unit completion given framework switch for 13T2. Year 10 class sizes a challenge with workshop activity.

Computer science

Larger team more cohesive but both part-time. Teaching good. Resourcing good. National scandal has removed coursework component from GCSE which will impact our learners. A level content challenging. Very small class size in Year 12.

CPD

Year 10 working towards Preparation for Working Life short course GCSE; going well. Year 11 and 12 content linked to current themes in line with UTC mission and values. Year 13 focus on UCAS and pathways.

Achievement and progress

Year 11 is the primary area of focus.

Year 11 - 2016- 2018	New end of course target	Summer 2 2017 professional prediction	Difference to target	End of course target	Autumn 2 2017 professional prediction	Difference to target
Attainment 8 overall average	53.55	55.18	1.63	53.55	52.97	-0.58
Progress 8 overall average						
English average grade	5.42	5.39	-0.03	5.42	5.27	-0.15
Maths average grade	5.25	5.67	0.42	5.25	5.12	-0.13
Science average grade	5.30	5.06	-0.24	5.30	5.12	-0.18
Computing ave grade	5.39	5.02	-0.37	5.39	5.52	0.13
Engineering ave grade	5.30	6.24	0.94	5.30	5.61	0.31
English 4+%	100%	100%	0%	100%	97%	-3%
English 5+ %	91%	91%	0%	91%	76%	-15%
Maths 4+%	97%	88%	-9%	97%	94%	-3%
Maths 5+ %	88%	76%	-12%	88%	76%	-12%
Science 4+%	97%	82%	-15%	97%	88%	-9%
Science 5+ %	88%	64%	-24%	88%	73%	-15%
Computing 4+%	100%	100%	0%	100%	100%	0%
Computing 5+ %	91%	94%	3%	91%	82%	-9%
Engineering Pass+ % (reported as Grades 1-4)	100%	100%	0%	100%	97%	-3%
Engineering Merit+ % (Grades 5-6)	86%	94%	8%	86%	79%	-7%
Engineering Distinction+ % (Grades 7-9)	11%	51%	40%	11%	36%	25%
Basics indicator (5+ in English and maths)	88%	69%	-19%	88%	70%	-18%
Basics indicator (4+ in English and maths)				100%	94%	-6%

The data above indicates professional predictions weakening slightly against targets (which as discussed previously are challenging and built on strong progress). The UTC score of 52.97 is above the national average of 48. A difference to target of -0.58 represents each student being half a grade below target in one of the ten qualifications on average.

The proportion of students predicted grades 5+ and above (strong passes at GCSE level) have slipped slightly. Overall this is due to several factors not least examination technique, which is being addressed with urgency by all lead teachers.

Basics indicator of 70% is increased since Summer 2 data although below target.

By group, there is variation evident, noting as always the cohort size of 33 students:

Autumn 2	Attainment 8 min expected	Attainment 8 Autumn 2 PP	Difference to min exp
All pupils	53.55	52.97	-0.58
High prior attainers	64.9	60	-4.9
Middle prior attainers	52.4	53.4	1
Low prior attainers	40	38.25	-1.75
Boys	54.6	53.68	-0.92
Girls	47.6	49	1.4
Black Caribbean	52	49.75	-2.25
Black African	54.1	55	0.9
White British	53	57	4
Disadvantaged	52.9	49.43	-3.47
Non-disadvantaged	54	55.58	1.58
More able disadvanta	65	60	-5
SEND	50.4	47.1	-3.3

Where there are groups performing well below expectations, it usually is reflective of three students who are significantly underachieving: these students influence the performance of several groups. For example AE is a Black Caribbean SEND pupil premium boy.

Year 10 data is on the following page.

Year 10 - 2019	End of course target	Autumn 2 2017 professional prediction	Aut 2 2017 difference to target
Attainment 8 overall average	48.5	46.8	-1.7
Progress 8 overall average			
English average grade		4.7	1.1
Maths average grade		4.7	0.3
Science average grade		4.8	1.1
Computing ave grade		3.5	0.2
Engineering Business ave grade		4.9	0.7
Engineering First ave grade		5.0	0.7
English 4+%	69%	89%	20%
English 5+ %	61%	55%	-6%
Maths 4+%	64%	73%	9%
Maths 5+ %	42%	46%	4%
Science 4+%	64%	89%	25%
Science 5+ %	24%	58%	34%
Computing 4+%	56%	49%	-7%
Computing 5+ %	24%	15%	-9%
First Engineering Pass+ % (reported as Grades 1-4)	100%	100%	0%
First Engineering Merit+ % (Grades 5-6)	40%	64%	24%
First Engineering Distinction+ % (Grades 7-9)	6%	9%	3%
Business Engineering Pass+ % (reported as Grades 1-4)	100%	100%	0%
Business Engineering Merit+ % (Grades 5-6)	35%	66%	31%
Business Engineering Distinction+ % (Grades 7-9)	4%	11%	7%
Basics indicator (5+ in English and maths)		64%	

Year 10 are a weaker year group than Year 11 on average. A different target-setting methodology is used, derived from CATS tests. This is in line with other UTCs and is approved by Ofsted.

Year 10 professional predictions are below targets currently by 1.7 points. Intervention is in place to support an improvement in progress and to counteract the effect of a very wide ability spread, large class sizes (of 27) and SEN and behavioural issues.

In subject areas, at 5+ Science and maths are above target and English and computer science narrowly below. Engineering is performing strongly.

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South Bank Engineering UTC

Employer engagement

Cover sheet

Dan Cundy. 29th January 2018.

-Plenty of activity and engagement with sponsors and wider partners

-Skanska multi-level engagement including apprenticeship provision, graduate team input and projects

-King's masterclasses and project work

-GSTT project work

-LSBU strategic engagement, project work, UCAS advice

-Wider partnership development including range of work experience opportunities

-Strong publicity from TES article

Employer engagement

Dan Cundy. 29th January 2018.

UTC Employer partner inputs and key employer projects scheduling are outlined below since the last L&T meeting.

There has been a wide range of employer engagements both from sponsors and wider partners.

Skanska

- A Graduate team breakfast meeting with DCU, with a Year 12 engagement ½ day being planned to include workshops on engineering health and safety, environmental engineering and on individual site projects.
- Open evening presentation on 22nd Jan 2018 with two Skanska graduates present in support of UTC
- Discussions regarding summer project 'Office of the future' with Ruhul Amin and Ian Brixey. The organisation and scope of the project have been agreed upon which will start in late April 2018.
- Meeting to discuss apprenticeship pathways arranged.

GSTT

- Visit on 12th Jan 2018 with presentations by GSTT and tours for year 12 of the engineering facilities. Year 12 project ongoing in engineering curriculum time.
- Project using CAD to produce a plug for hospital beds was launched on the same date.

Kings

- A variety of Monday afternoon talks have taken place on a variety of topics mainly in healthcare sciences
- Wheelchair project with year 10 has been running since November. Evolution of 2016-17 project also involves fabrication dimension.
- Meeting to discuss healthcare science apprenticeships arranged.

LSBU

- Computing project presentations were given on 15th December by year 10 at LSBU. This was the culmination of 6 weeks work. A guide has been produced by LSBU for delivering this project in other schools as part outreach work, using the UTC experience as a pilot.

- KBA had a meeting with R.Tate and S.Barikzai to develop plans for LSBU involvement for the year 2018-19. This includes further projects, an engineer in residence and targeted curriculum support for engineering.
- UCAS advice sessions delivered to Year 13 students
- Strategic planning ongoing at executive level to bring additional support and engagement from LSBU to bear. Meeting with Head of Estates booked to discuss facilities use.

Engagements with wider partners

Squire & Partners: Year 12 project on Brixton Windmill in planning stages; micro-enterprise activities including LED light project in planning phase.

St James: education provision including taster events, sector talks, mock interviews and site tours arranged: dates to be confirmed

Sir Robert McAlpine: work experience programme organised

Bowmer & Kirkland: work experience programme organised

Mace: work experience programme organised

Publicity

The Times Educational Supplement have ghost written a piece for publication in a special STEM supplement to be published in early February. This will give national exposure to the innovative and powerful partnerships created between the UTC and its sponsors and partners.

Schools don't really understand very much about the labour market - I certainly didn't in my previous roles. I didn't understand the London economy very well, I didn't understand projections into the future about the demand for technical and soft skills, or the sectors with huge challenges recruiting talent, and this was hopeless really. if you're leading a school and turning out generations of young people then you really do need a sophisticated level of understanding and need to be able to give credible, unbiased advice and guidance - it's absolutely critical.

At the moment we're finding that the businesses we talk to really struggle to find motivated people with solid technical grounding who can do the high-end technical jobs for the future. In 2015 UKCES thought there were 209,000 job vacancies due to skills shortages and the House of Commons Digital Skills enquiry in 2015 found that we need 745,000 additional workers with digital skills. This skills gap is growing each year.

At South Bank UTC we specialise in engineering, and from a sector perspective there is a huge skills gap. There is a shortage of young people going into engineering, which to me seems absolutely bonkers because there are lots of jobs, it's a really engaging area, it has social and environmental benefits, it pays well and there is a huge issue around diversity and gender balance giving real opportunities to under-represented groups. The other live issue for us at the moment is the NHS, where there are loads of vacancies in the engineering and technical services type roles that underpin so many of the frontline services in hospitals.

So from an employers' perspective there is a huge need and from a school leaders' perspective there is a massive opportunity because there is a massive skills gap and the education system is just not aligning with that gap.

For traditional secondary schools the curriculum is a major challenge because school leaders are always going to be driven by performance tables and Ofsted. How can they square that with doing a little bit more in order to make students employable and fill these skills gaps? This is particularly the case in the current funding environment. We're lucky because along with our sponsors - London South Bank University, Skanska UK, Guy's and St Thomas' and King' College NHS Trusts among others - we had the opportunity to start our school from scratch in 2016. As a result, we were not bound by the kind of thinking that schools are always constrained by, the "we've always done it this way" type of thinking. We were able to design our entire DNA around our mission. The whole point for our sponsors and partners is that ordinary schools don't give them what they need, so we should innovate and do something out of the ordinary, tailored to the needs of the economy – that ought not to be innovative but it is in England.

All of our sponsors have been engaged with us at a governance level from the outset, so they have a stake in our success and I think that's part of the secret sauce for us. They're involved in development decisions around the design and funding of buildings and equipment and so on, which means I certainly have more profound, deeper and more permanent employer engagement than most schools do. Because they are on our governing bodies they can steer us and the curriculum towards the

subjects that really matter. There's now a big emphasis on cyber and virtual/augmented reality for example.

Just as importantly it also means I have a black book that is already formed with engaged organisations who I can approach and say "we're looking to develop a project in x subject - what could be our talking point around this and where could we go with it?" What we try and focus on with our partners is experience of the workplace, with the development of technical skills and employability. So we have projects that run in house that have industry input to supplement our academic curriculum.

One of the best examples of this was a project our Year 12s worked on last year with Skanska. Skanska were rebuilding Great Ormond Street Hospital and the brief that they were effectively given was to make sick children get better more quickly. We had 16 engineers from Skanska and from their supply chain and the hospital come in to talk to our students about the building programme and its technology. Then we gave our students a project to design the 'hospital ward of the future' for GOSH and the output - rather than writing an essay or sitting an exam - was that the students would go in their teams to Skanska HQ and pitch their CAD models and presentations in a Dragon's Den style to GOSH and Skanska senior staff.

In some ways it was a difficult exercise for Skanska because this was a project with challenges they had engaged with and solved. They had pitched, designed and built the hospital of the future, so as far as they were concerned they knew the answers and they knew the best way to approach the task. However they didn't want to give too many of the 'answers' and the Skanska team were surprised at the amount of creativity, control and understanding our students developed. For instance, our students came up with idea of creating a smartwatch for nurses, so that when a nurse approaches a patient's bed, contextualised information about that patient flashes up on the wearable device. It was a brilliant idea and Skanska were interested in exploring how that concept could be developed.

As an initial project for Year 12s who were not long out of Year 11 this project was a radical departure from what they were normally used to because they were working with professionals in an authentic context, with quite high stakes and cross subject - there was engineering, maths and computer science in there. In addition, students had to quickly learn how to work within Skanska's corporate culture and to develop their own research, teamwork, project management and presentation skills – no mean feat!

With Skanska we also run a range of masterclasses and workshops. We have a team of graduates attached to the UTC for the year engaged with

planning and delivering engagements to the students. And just before Christmas we had a Skanska takeover day at the UTC. We had 75 professionals on site - from board level all the way down - running CV workshops, offering careers advice and we also had an air quality challenge and a tech innovation fair with commercial drones and virtual reality kit. The focus was again on authenticity, with the air quality topic chosen because of the very high levels of particulate pollution locally to the UTC with associated health and economic impacts.

We do lots of those kinds of events with all of our different sponsors and partners. Some are really big and might include entire cohorts of students working on a project for six weeks, and some are really small - so it might just be a class doing something for an afternoon. We have taught elements of sustainable engineering by building bamboo fixie bikes with the Bamboo Bicycle Club. We have worked on customising wheelchairs with King's College NHS Trust. We have worked with Fujitsu on a project to harness the power of wearable technology on construction sites. The golden thread throughout all of these projects is authenticity. All of the projects our students do are real in some way and I think that really helps us to drive engagement and potentially to raise achievement through contextualising students' understanding.

Traditional secondary schools could do the same things that we do, but it's really difficult. Firstly it's challenging to build the necessary connections at a classroom teacher level - this kind of work needs to be driven at a leadership level. In my experience a lot of schools go out there and because they are so time-poor the temptation is to just ask businesses and organisations for stuff - "can you come in and do this and we would be interested in that". The types of engagements this approach engender tend to be superficial, temporary and low-value. To build engagement with businesses there needs to be a symbiosis. There has to be something in it for them – it's easy to make a tick in the corporate social responsibility box because it's very difficult for busy professionals to engage on a meaningful and deep basis. You need to have conversations at leadership level about what do these businesses do, what are their issues, where are their skills shortages, what are the natural interfaces that might benefit both the school and the business. You need to be able to draw down the flexibility to work within their own timelines, within their corporate culture and their own logistical and organisational arrangements.

The key to success is forming personal relationships with businesses. How do you that? It's an investment of time. For instance, we know that some UTCs arrange breakfast briefings with local business leaders. You can use this as an opportunity to give a briefing about your school's curriculum and the types of students you're turning out. Or you can just listen to what these local business leaders have to say and work out what are the

things that you can work on together. We have found being involved in the local BID (Business Improvement District) pays dividends, and it is easy for schools to make a valuable contribution for example by offering the use of premises and equipment or facilitating training.

At South Bank UTC we invest considerable time and resource in nurturing our relationships with businesses and universities. Ultimately this is all about preparing students so that they can thrive in the future economy. That's a challenge. It is a huge one, but it is also a huge opportunity.

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South Bank Engineering UTC

Quality of teaching / staffing and management

Cover sheet

Dan Cundy. 30th January 2018.

-Staffing is financially very efficient but very lean

-Over-allocation in engineering has been addressed temporarily with longer-term expertise being sought

-Real challenges in recruiting and retaining STEM teaching staff: high proportion of unqualified and inexperienced teachers

-SEN funding still not fully resolves, so limited TA support

-Non-teaching and leadership staff teams very limited and stretched with multi-faceted roles needing evaluation

-84% of teaching is at least good. Support in place for those less than good with management action in place

-CPD and line management programme informed by observation analysis

The Quality of Teaching / staffing.

Dan Cundy. 30th January 2018.

Staffing and management

A high priority has been to ensure that the UTC operates a surplus budget, while retaining the ability to undertake significant marketing and student recruitment activity. With a costly curriculum in terms of resourcing, leaders have focused on ensuring that the staffing model is lean and as efficient as possible.

The focus on efficiency is complicated by local and national staffing challenges: there is a shortage of good quality teachers, particularly in STEM subjects, and particularly in Inner London. Engineering is rarely taught in schools and there is no teacher training programme for engineering teachers in the UK.

Of the engineering teaching team, two are experienced, qualified teachers, two are unqualified in their second year of teaching and two are unqualified in their first year of teaching, one of whom is also new to the UTC. Within this team, until January 2018, there was an over-allocation of lessons with most of the team teaching above their suggested loading based on experience. The consequence of this is a lack of time to plan, resource and assess to their full potential in addition to a lack of management capacity to support and develop inexperienced staff.

Having had some budget released to recruit additional capacity in engineering, leaders are seeking to appoint an experienced candidate, although this is proving problematic. In the interim, a teacher of BTEC business is in post three days a week releasing capacity into the team, which will be productive. Delivering a range of BTEC courses (engineering in two frameworks at two levels and two different course sizes plus Business to two cohorts) plus Smart Product Design requires considerable planning and resourcing, and many units can only be delivered now specialist equipment is in place, creating challenges with time to complete units. This is being addressed through careful management and planning.

There are four students with EHCPs at the UTC. Currently there is one agency TA working to support the SENDCO, although more capacity is required. When funding is clarified for SEN students the UTC will seek to appoint further TAs. In-class support is in place with specialist support in English and maths, which is being deployed to good effect, for example in the creation of additional small-group teaching sets.

The non-teaching staff team is small and all have multi-faceted roles: for example the Marketing and Communications Manager, a key function in the UTC also has an admissions, administration, PA, HR and office manager component to her role. Data and Exams are managed by one person. The Finance Officer role comprises an attendance dimension. The apprentice Front Desk officer has resigned with immediate effect with a temporary member of staff covering. The lack of back office capacity hinders the UTC's effectiveness in student recruitment and data analysis for example.

A DfE-led safeguarding review has highlighted the lack of experience and the very new systems in place at the UTC. There is a training need being addressed and areas for development identified which are being addressed with some urgency. The attendance function for example would benefit from being consolidated into one non-teaching role in line with most schools, budget permitting.

The leadership team remain spread extremely thin. The Principal function for example includes all the accountabilities of any state school with the additions of business links and marketing and recruitment. This is posing a significant challenge. The two additional leaders, although both substantively in post now, both have multi-faceted roles. A close scrutiny of budget and staffing structure for the next academic year is required in order to maximise effectiveness in preparation for Ofsted in Term 7.

Early steps are being taken to draw down capacity from LSBU and expertise from UAE. This will be beneficial to the UTC.

The UTC has received notice from the Marketing and Communications Manager and teacher of physics (unqualified) for the end of the academic year, with an engineering teacher (unqualified) leaving before Christmas 2018. Early consideration to staffing number and structure is being given in coming weeks, linking to student numbers and curriculum for the next academic year.

Quality of teaching

Observations of teaching are structured half termly. Feedback is given to teachers in order to support their development and improvement, with targeted CPD in place on identified issues, such as stretch and challenge or SEN provision. Internally, observations are graded, with the cumulative total below:

	Half Term						Total	Percentage
	1	**2**	**3**	**4**	**5**	**6**		
Outstandi	6	5	0	0	0	0	**11**	**34%**
Good	8	8	0	0	0	0	**16**	**50%**
Requires	2	2	0	0	0	0	**4**	**13%**
Poor	0	1	0	0	0	0	**1**	**3%**
Total	**16**	**16**	**0**	**0**	**0**	**0**	32	

Of the lessons observed as not yet good, three staff are involved. Two are unqualified, including the Poor lesson delivered by a beginner teacher. Support and intervention is in place with succession plans available if improvements are not seen on a suitable timeframe. An established Lead Teacher is also being supported to improve teaching and management expertise, with regular management activity being fed back to the Principal.

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South Bank Engineering UTC

Conduct, attendance and exclusions
Cover sheet

Dan Cundy. 30th January 2018.

-Conduct is good overall and improving over time

-Systems are clear and well understood

-Pastoral managers and senior leaders support staff

-There remain challenges with particular students from complex backgrounds and with a challenging Year 12 cohort

-Personal Study for Year 12 remains a challenge and is not functioning as designed – new system in implementation phase

-A greater emphasis on preventative work is required through increasing capacity

-Exclusions markedly up since last report both internally and externally. No permanent exclusions.

-Attendance 95% for Autumn 2. No significant groups highlighted.

-Lateness remains an issue although simpler, harsher system should be effective

Conduct, attendance and exclusions

Dan Cundy. 30th January 2018.

Conduct

As outlined in previous reports, in the early stages of its journey, the UTC has been undersubscribed, and has enrolled a large proportion of students with complex educational histories. Many of these students have found the transition to the UTC's expectations of independent, professional and self-motivated study a real challenge. This is the case this academic year for many Year 10 students, but also unusually for a large proportion of the Year 12 cohort.

Strong and clearly understood systems are in place to reward and sanction students. This has fed well into praise and celebrations, for example with Student of the Month displays and end of term celebration events. Students aspire to succeed and relish being rewarded. Some staff need to more explicitly praise and reward 6th form students. League tables are produced and shared weekly and have good buy-in from students.

Sanctions systems work well on the whole. In-class conduct is good overall, with support and intervention in place in isolated areas where it is not yet good, for example amongst some Year 10 or Year 12 level 2 students. Pastoral managers supported by SLT work to intervene with individual students to redirect conduct or to support staff. UTC leaders are working to increase pastoral capacity in order to conduct more preventative rather than reactive intervention with students.

Students are engaged with developing their own employability skills, which are exemplified and assessed through the UTC's own system: HEARTBEAT. Students understand that there are opportunities to enrich them, for example through trips or work experience programmes, which are open only to students with the strongest conduct records. They are increasingly aware that their references will be important in their next steps and are shaped by their conduct. Level 2 Year 12 students are now clearly aware that they need to meet entry requirements in order to join a Level 3 programme in 2018-19, which include evidence of professional conduct.

Year 13 personal study works effectively, as it did last academic year, with students semi-supervised on second floor spaces. Year 12 personal study however has proven extremely challenging, with vandalism and damage experienced, along with inappropriate conduct when students are not directly supervised. Supervision is logistically challenging given the low staff numbers and heavy workload. A new system for Year 12 personal study is in the implementation phase.

Exclusions

Although the UTC has high expectations around conduct and will pursue internal and external exclusion (suspensions) there is a preference to support students through other means where possible, for example through parental meetings and monitoring reports, many of which work well.

Internal suspensions are used for serious or persistent issues, such as accruing a large number of behavior incidents (negatives) or lates, or for poor conduct in lessons. 16 students, 16 days in total. 14 male, 2 female. One SEN. 9 Black Caribbean, 6 Black African, one Portuguese origin.

External (fixed term) suspensions have increased markedly in the face of some very poor conduct, including theft, racism, bringing the UTC into disrepute. There was one persistent offender who is no longer on the UTC roll. 23 exclusions, 15 students. 13 boys, two girls. Two SEN, 4 Black African, 3 Black Caribbean.

Attendance

Attendance figures for Year 10 and 11 are reported to the DfE. Attendance stood at 95% for Autumn 2 for Year 10 and 11. No key group was significantly below target.

Lateness remains a key challenge for the UTC with a significant number of students arriving persistently late to the UTC in the mornings, usually by a maximum of ten minutes. A new and streamlined system with stronger sanctions is in place for lateness since January 2018: for every ten lates, parents are summoned to the UTC for a meeting, with the student placed in internal suspension for the day. This system is likely to make an impact on all but the most hard to reach. It is worth noting that the UTCs large catchment does mean many students are more likely to encounter transport challenges.

Attendance analysis - academic years 2016-2017 and 2017-2018 - Autumn Term 2

Year %	Cohort size	2017-18	Cohort size	2016-17		Ethnicity %	Cohort size	2017-18	Cohort size	2016-17
10	55	95.40%	36	96.70%		BAFR	18	94.30%	6	99.30%
11	33	94.00%	0			BCRB	31	95.80%	13	96.80%
						WBRI	7	94.50%	4	87.90%

LAC %	Cohort size	2017-18	Cohort size	2016-17		Gender %	Cohort size	2017-18	Cohort size	2016-17
N	88	94.7%	36	96.70%		Female	21	95.80%	6	95.10%
Y	0		0			Male	67	94.80%	30	97.00%

Pupil Prem %	Cohort size	2017-18	Cohort size	2016-17		G&T %	Cohort size	2017-18	Cohort size	2016-17
N	53	95.00%	17	97.40%		N	80	94.60%		96.40%
Y	35	95.10%	19	96.00%		Y	8	99.00%		99.10%

UTC attendance target = >95%

UTC punctuality target = <3%

SEN %	Cohort size	2017-18	Cohort size	2016-17
N	60	94.70%	27	96.90%

	Cohort size	2017-18	Cohort size	2016-17						
Overall %	88	95%	36	96.70%		Y	25	95.50%	9	95.70%
Punct %	88	6.1%	36	7.4%		EHCP	3	96.90%	0	

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