

Meeting of the University Academy of Engineering School Advisory Board

4.00 pm on Thursday, 7 November 2019
in Trafalgar Street, London SE17 2TP

Agenda

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
1.	Welcome and apologies		CM
2.	Declarations of interest		CM
3.	Minutes of previous meeting	3 - 10	CM
4.	Matters arising	11 - 14	CM
Items to discuss			
5.	Presentation on staff wellbeing	To Follow	JT
6.	Principal's report	To Follow	JT
7.	Staff survey update	15 - 42	JT
8.	Quality of teaching update	To Follow	JT
9.	Performance of students in Year 13 and Academic profile of students in year 12 and 13	To Follow	JT
10.	School development plan 2019/20 and SEF 2019/20 update		JT
b)	SBA 2019/20 Budget & Financial Forecast 2019/20 to 2022/23		OP
11.	Pay policy update	Verbal Report	CM
12.	Governor visits	43 - 44	CM
To note			
13.	Governors' training and Link governors' visit update	45 - 46	CM
14.	UAE register of interest	47 - 50	AE

Date of next meeting
4.00 pm on Thursday, 30 January 2020

No. Item Pages Presenter

Members: Chris Mallaband (Chair), Veronica Allen, Elizabeth Adeyemi, Safia Barikzai, Alex Drake (Vice-Chair), Karen Fowler, Philipp Herzberg, Zakir Matin, Tony Roberts and John Taylor

In attendance: Alexander Enibe and Hannah Dalton (item 5)

**Minutes of the meeting of the University Academy of Engineering School
Advisory Board
held at 4.00 pm on Thursday, 10 October 2019
Trafalgar Street, London SE17 2TP**

Present

Chris Mallaband (Chair)
Karen Fowler
Philipp Herzberg
John Taylor

Apologies

Veronica Allen
Elizabeth Adeyemi
Safia Barikzai
Alex Drake
Zakir Matin
Tony Roberts

In attendance

Alexander Enibe
Jason Badu (DSL)
Annette Moses (Vice Principal)
Nick Moore (UAE staff)

1. Welcome and apologies

The Chair welcomed everyone to the meeting, including the staff governor who was attending his first meeting. The meeting was quorate.

The above apologies were noted.

2. Declarations of interest

The SAB noted interest of the staff governor in pay policy discussion under item 8.

3. Minutes of previous meeting

The SAB approved the minutes of the meeting of 13 June 2019 and the notes from the 12 September 2019 SAB 'strategy meeting'.

4. Matters arising

The SAB noted the actions arising from the previous meeting.

On parent pay, the Principal confirmed that this is being operated as agreed and that they are looking at upgrading or increasing hardship funds. The SAB

requested to bring this back to a future meeting. This is now only a minor issue.

The SAB requested the Maths and English Heads of Department to make a presentation to a future meeting or the subject of a governor visit.

The SAB noted that the Principal has been told to reduce the number of LAs as part of a review of SEND provision. The SAB are of the opinion that needs should drive the staff structure and not a predicted view of affordability.

The Chair confirmed that the Executive Principal is working to bring the school improvement advisor to complete her work at the school now that she has left her post with Lambeth Council.

The Clerk advised that the 'questions to the principal' be restricted to items on the agenda. The Chair suggested that the SAB should be able to deviate where there is an important issue. This was accepted by the SAB.

The SAB noted the quality of teaching and learning presentation. The SAB requested for an update on quality on teaching and learning at the next meeting on 7 November 2019 – a short narrative that would allow progress to be judged.

The SAB noted actions arising from the 'strategic meeting'.

The SAB requested the academic profile of Year 13 students to come to the next meeting on 7 November 2019.

The SAB requested the performance of Year 12 & 13 to come to the next meeting on 7 November 2019.

The SAB noted from the discussion at the 'strategic meeting' that the UAE would benefit from more support from LSBU in science area.

5. **Examination results and analysis (including response, actions and strategies for new academic year)**

The SAB noted the examination results.

The Principal confirmed that the Heads of Departments have analysed their results and a process was underway of meeting with each of them to aid self evaluation. The SAB noted that individual departments are responding to their individual results and these would feed into the school development plan that is being prepared.

6. **DSL update on measures taken to address exclusions (particularly Year 8), including description of behaviour/pastoral support strategies**

Jason Badu joined the meeting.

The SAB noted the DSL update on measures taken to address exclusions.

The DSL and Vice Principal noted the connection between low attendance and high exclusions for the current Year 9 group and that this was a known cause for concern – there are strategies in place to address this issue.

The DSL confirmed that the UAE had three permanent exclusions last year and that there are now measures to deal with weapon issues. The SAB noted measures like; education through assemblies, ensuring children read the behaviour policy, highlighting the consequences of having a weapon in school, searching all lockers and areas in the school and sought advice from the police liaison officer.

In response to a question from a governor, the Principal confirmed that the UAE have informed the students that if they bring weapons into the school, they will be permanently excluded. The Principal is of the view that it is good to have a strong message about this but that the school deals with each case on its merit.

The SAB noted that there are preventive measures like; intervention meetings, full students' service team, working closely with the local authority, pastoral interventions, and continued external intervention.

The SAB noted that the UAE is now using isolation as an alternative to exclusions and that the UAE is collaborating with partner schools.

A governor asked how parent engagement is working. The DSL confirmed that some parents are engaged but some are not. The SAB noted that some of the parents attend parental classes.

On the issue of having knife detectors in the school entrance, the Principal was of the view that this would send a negative message. Another governor and members of SLT supported the Principal on this. The Chair suggested that this should be reviewed every year.

A governor asked if the UAE have external intervention to address situations where a student puts his or her hand around another person inappropriately. The Vice Principal confirmed that there is a programme in place that deals with this type of situation.

The SAB noted that the CCTV cameras do not cover all the areas in the school. The Principal confirmed that the Trust would be investing in this area.

Jason Badu left the meeting

7. Principal's report

The SAB noted the principal's report.

Teaching and Learning

The SAB noted that following the formal lesson observations of teachers, which will be conducted as part of the department reviews, there may be some teachers going onto a TSP.

The SAB noted that the UAE have started two programmes that monitor the quality of teaching and learning and support the improvement of classroom practice. A key one of these is the introduction of learning walks – short lesson visits with clear focus that give feedback to teachers and allow a picture of the quality of teaching to be built – strengths and areas for development.

In response to a question on learning walk feedback, a governor confirmed that from his conversation with staff, some have not heard much about the learning walk feedback. The SAB noted that the learning walk idea is good but that the staff should be more engaged and feedback always given a suggestion was made to give generalised positive public feedback from learning walks to enhance a culture of praise and celebration.

The SAB noted that the UAE have recruited 46 students into year 12 compared to the planned target of 50 students. The cost implications are being reviewed.

The SAB noted from the safeguarding referrals that the greatest number of cases are for 'emotional related cause for concern'. One of the TAs is currently being trained to provide support in this area.

The SAB noted the SEND update.

The SAB requested the HR Manager to circulate the staffing report to the SAB.

The SAB noted the UAE have not been able to collect accurate sixth form attendance figures for a while and they are not included in the meeting pack. The Principal confirmed that there is now a solution for this, which was started from 30 September 2019.

A governor asked whether year 9 was an issue as they also have a high numbers in the exclusion data. The Vice Principal confirmed that year 9 was an issue.

The SBA challenged the Vice Principal whether there was a strategy in place to deal with this issue. The Vice Principal confirmed that they are working with some of the parents of the students on this.

The SAB noted that the UAE has commissioned a new website, which is still being populated. The Principal confirmed that Merion Lewis will now be responsible for managing and maintaining the content along with the various social media accounts being run by the UAE.

8. **School Development Plan and SEF update**

The SAB noted the School development plan as a work in progress.

The Principal confirmed that this is still being completed and that there will be a new process based on the new Ofsted framework.

The SAB requested that a “dash board” be presented for the school development plan. The Principal confirmed that the SLT is working on this including measures to allow judgement of the quality of teaching.

The SAB discussed the importance of knowing the impact of the school development plan.

The Chair confirmed that the impact indicators for the SAB should be the same as those required by the SBA and as far as possible any other groups.

9. **Questions to the Principal**

The SAB discussed the SBA pay policy.

The SAB noted that the UAE staff are not clear about how they are being paid and how they are being rewarded for additional responsibilities.

The SAB noted the lack of clarity on pay policy in terms of what is paid as normal pay scale and what is being paid to heads of subjects as it is done in other schools.

The Principal confirmed that the lack of clarity is causing problems and is affecting retention. The Principal said that the UAE staff are now applying for jobs elsewhere – one reason being a feeling that they feel they are not being paid fairly and in line with colleagues in other schools.

The Chair of the SAB confirmed that he is in discussions with the Chair of the SBA, SBA CEO and the Executive Principal about this matter.

A governor asked about the level of pay increase that would be applied in the academy in the current year. The Chair confirmed that the Executive Principal briefed the staff at the start of the academic year that 2% was going to be awarded.

The SAB noted that the government had announced a 2.75% pay increases for teachers.

The SAB requested an update on pay policy at its next meeting on 7 November 2019.

10. **Student recruitment update and financial implications**

Sixth form

The SAB noted that this year they set a target to recruit 50 students into year 12, but by the day of the autumn census they had recruited 46 students. Out of these 46 students 25 are doing the vocational BTEC Engineering course and 21 are doing 'A' levels.

The Principal confirmed that the funding for sixth form is lagged by one year, so the UAE won't receive the funds for this increase in size of the sixth form until next year.

The SAB noted the concerns raised by the Principal about the PSF software not being ready. The Principal said that having the PSF software would help budget holders see how much they have to spend, how much has been spent and how much has been committed.

11. SAB membership recruitment update

The SAB noted the SAB membership recruitment update.

The SAB noted that Lesley Morrison has resigned from the UAE SAB. Lesley will like to focus on helping the UTC prepare for their next inspection. The SAB thanked her for her support and service to the UAE for the past two years and 10 months.

12. Single Central Record update

The SAB noted that no paper was presented to the SAB on this item.

The Chair provided a verbal update following his meeting with the HR Manager on 9 October 2019, and confirmed that the SCR is now fit for purpose – a note of this visit will be available at the next meeting.

13. SBA employment engagement survey feedback update

The SAB noted the UAE staff survey, which was conducted as part of the LSBU Group survey 2019.

The SAB has requested a presentation on staff wellbeing at its next meeting on 13 November 2019.

14. Governors' training and KCSIE 2019

The SAB noted the governors' training and KCSIE 2019 update.

The Chair reiterated the importance of completing these trainings and reading the 2019 KCSIE and encouraged all governors to complete them.

15. **UAE risk register**

The SAB noted that the UAE risk register is being reviewed by the LSBU Group Director of Strategy and Planning, in order to establish an approach in line with group practice.

16. **Link governors' visit reports**

The SAB noted the link governor visit conducted by the Chair. The HR Manager is working on the UAE SCR as a result of this visit.

Date of next meeting
4.00 pm, on Thursday, 7 November 2019

Confirmed as a true record

..... (Chair)

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UNIVERSITY ACADEMY OF ENGINEERING SCHOOL ADVISORY BOARD - THURSDAY, 10 OCTOBER 2019
ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
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Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
4.	Matters arising	<p>The SAB requested to the Principal to provide an update on parent pay to a future meeting.</p> <p>The SAB requested the Maths and English Heads of Department to do a presentation.</p> <p>The Chair confirmed that the Executive Principal is working to bring the school improvement advisor to complete her work at the school.</p> <p>The SAB requested the profile of Year 13 students to come to the next meeting on 7 November 2019.</p> <p>The SAB requested the performance of Year 12 & 13 to come to the next meeting on 7 November 2019.</p>	<p>7 November 2019</p> <p>7 November 2019</p> <p>7 November 2019</p>	<p>John Taylor</p> <p>John Taylor</p> <p>Dan Cundy</p> <p>John Taylor</p> <p>John Taylor</p>	<p>To do</p> <p>To do</p> <p>To do</p> <p>To do</p> <p>To do</p>

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
6.	Principal's report	The SAB requested the HR Manager to circulate the staffing report to the SAB.		Jacqui Collins / Alexander Enibe	To do
12.	SBA employment engagement survey feedback update	The SAB has requested a presentation on staff wellbeing at its next meeting on 7 November 2019.	7 November 2019	Jacqui Collins / Hannah	To do
13.	DSL update on measures taken to address exclusions (particularly Year 8), including description of behaviour/pastoral support strategies.	The Chair suggested the issue of having a knife detector in school be reviewed every year.	Annually	John Taylor	To do

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LSBU Group Survey 2019

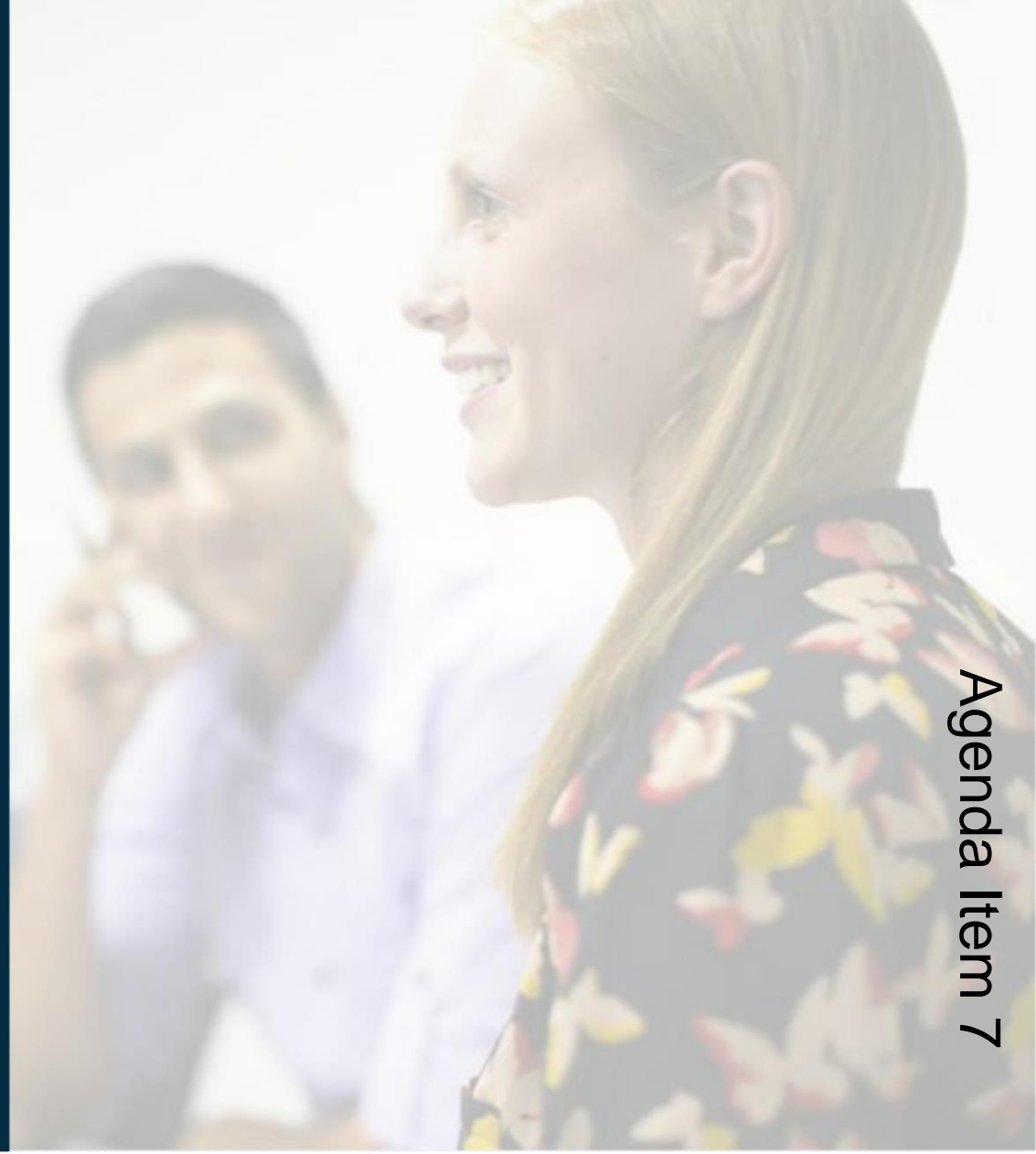
Survey closed 5 July 2019

Filter selection: Level2 Structure: South Bank Academies, Level3
Structure: University Academy of Engineering South Bank

Responses: 45

Response rate: 48%

Comparator: Survey Overall

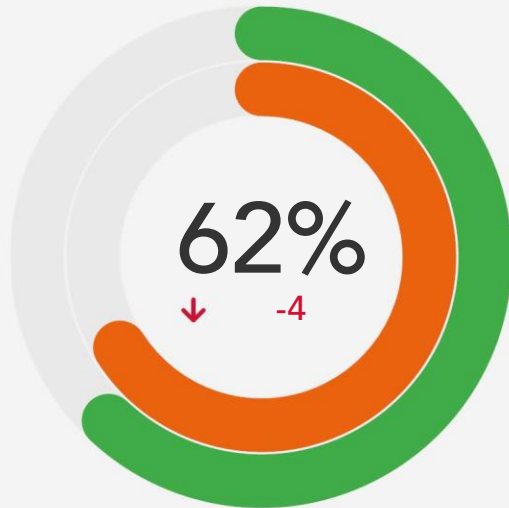


What is our Engagement score?



The Engagement score is 62%, which is low when compared with the norms for Survey Overall

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● Your score ● Survey Overall norm

Items comprising the Engagement score

Question	Response favourability	Comparison
I am proud to work for LSBU/the College/the Academy	64% Favourable, 33% Neutral, 2% Unfavourable	-6
I feel a strong sense of belonging to LSBU/the College/the Academy	64% Favourable, 20% Neutral, 16% Unfavourable	+2
I feel committed to LSBU/the College/the Academy's goals	80% Favourable, 13% Neutral, 7% Unfavourable	+6
I would recommend LSBU/the College/the Academy as a great place to work	33% Favourable, 49% Neutral, 18% Unfavourable	-19
Working at LSBU/the College/the Academy makes me want to do the best work I can	69% Favourable, 24% Neutral, 7% Unfavourable	-4

● Favourable ● Neutral ● Unfavourable

What are our Theme scores?



Average scores for questions grouped by a common theme

Themes	Response favourability			Comparison
My Role and Environment	61%	23%	16%	
Teamwork	53%	27%	20%	-10
Wellbeing	46%	30%	24%	-6
Learning and Development	44%	27%	30%	+1
Diversity and Inclusion	60%	30%	10%	-3
My Line Manager	67%	17%	16%	+5
Leadership	38%	44%	17%	-1
Engagement	62%	28%	10%	-4
Working for the LSBU Group	38%	42%	20%	+2
Taking Action	36%	40%	24%	-5

● Favourable
 ● Neutral
 ● Unfavourable

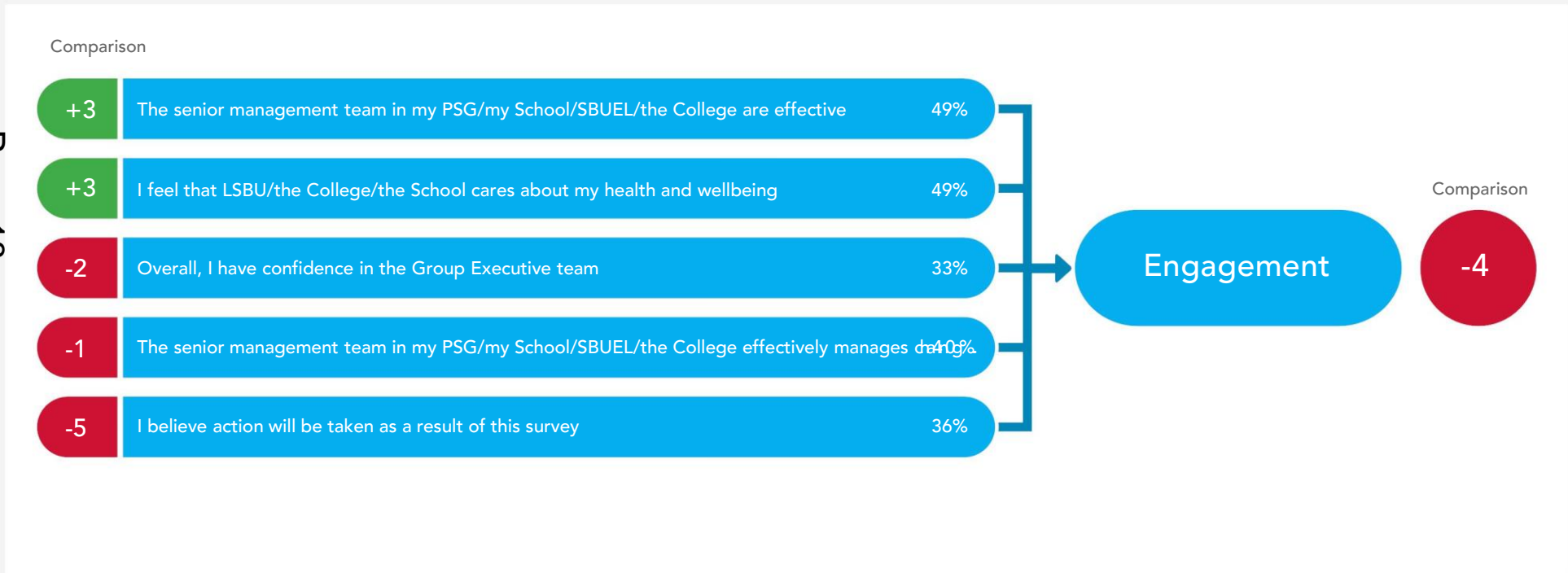
What is driving our Engagement score?



Key drivers

These 5 items have the strongest relationship with Engagement. Improvements in these are likely to have the biggest impact.

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What are our comparative strengths?



These 5 results are the strongest when compared with the norms for Survey Overall

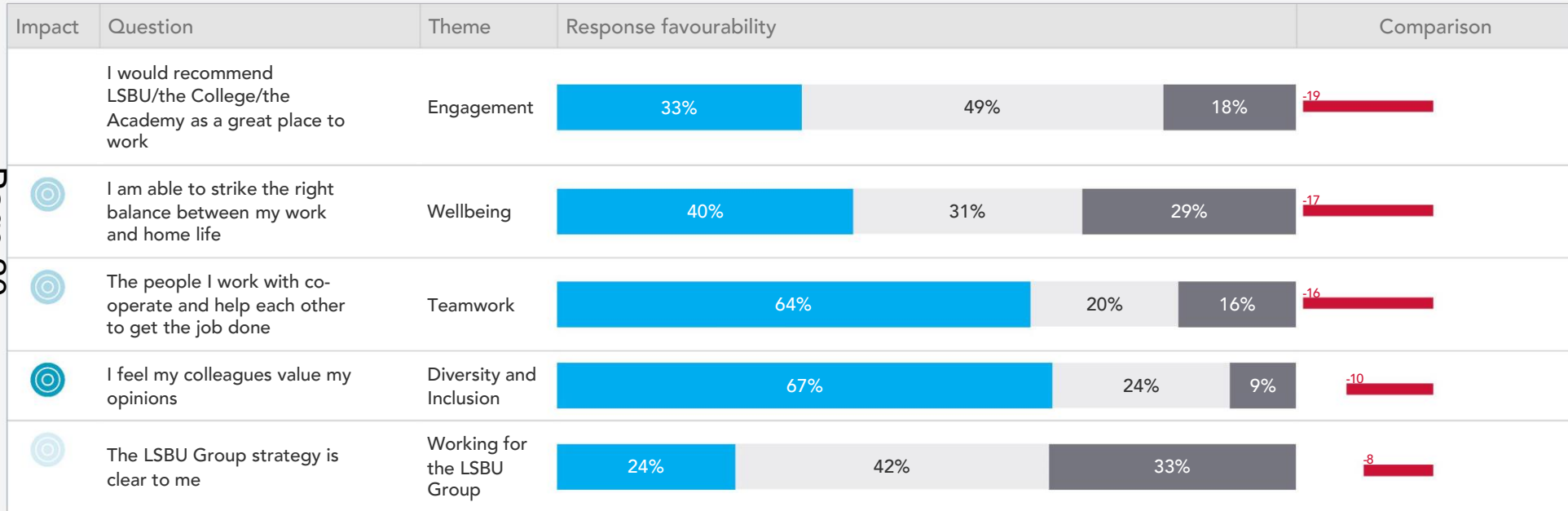
Impact	Question	Theme	Response favourability	Comparison
	I feel that being part of the wider LSBU Group will be good for me personally	Working for the LSBU Group	 60% 31% 9%	+18
	Poor performance is dealt with effectively by my line manager	My Line Manager	 62% 22% 16%	+14
	I feel that being part of the wider LSBU Group will improve LSBU/the College/the Academy as a place to work	Working for the LSBU Group	 56% 40% 4%	+7
	I feel a sense of belonging to the LSBU Group	Working for the LSBU Group	 31% 56% 13%	+7
	The learning and development I have received is helping me to develop my career	Learning and Development	 51% 22% 27%	+7

● Favourable
 ● Neutral
 ● Unfavourable

What are our comparative weaknesses?



These 5 results are the weakest (or least strong) when compared with the norms for Survey Overall



● Favourable ● Neutral ● Unfavourable

What are our highest scoring questions?



These 5 items are the highest scoring in the survey

Impact	Question	Theme	Response favourability			Comparison
	I feel committed to LSBU/the College/the Academy's goals	Engagement	80%	13%	7%	+6
🎯	I can be myself at work without worrying about if or how I will be accepted	Diversity and Inclusion	78%	16%	7%	+1
🎯	I have a clear understanding of the goals and objectives of my PSG/my School/SBUEL/the College	My Role and Environment	71%	20%	9%	+2
🎯	I have clear, measurable work objectives	My Role and Environment	71%	16%	13%	+2
🎯	My line manager encourages me to contribute to decision making	My Line Manager	71%	16%	13%	-3

● Favourable ● Neutral ● Unfavourable

What are our lowest scoring questions?



These 5 items are the lowest scoring in the survey

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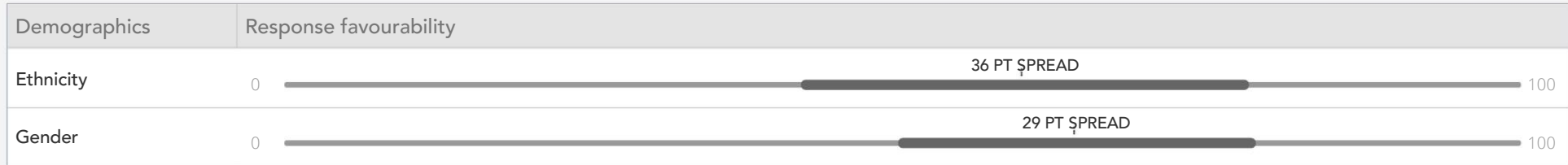
Impact	Question	Theme	Response favourability			Comparison
🎯	It is clear to me how other parts of the LSBU Group operate	Working for the LSBU Group	16%	40%	44%	-4
🎯	There is good co-operation between my institution and other parts of the LSBU Group	Working for the LSBU Group	22%	47%	31%	-5
🎯	The LSBU Group strategy is clear to me	Working for the LSBU Group	24%	42%	33%	-8
🎯	The Group Executive team are sufficiently engaged in my PSG/my School/SBUEL/the College	Leadership	31%	58%	11%	-3
🎯	I feel a sense of belonging to the LSBU Group	Working for the LSBU Group	31%	56%	13%	+7

● Favourable ● Neutral ● Unfavourable

Which demographics affect our Engagement score?



The 2 demographics most impacting Engagement are:



Snapshot:

Ethnicity - has an overall variation in Engagement of 36 PTs, with the highest scoring item being White - British with 78% and the lowest scoring item being Prefer not to say with 42%.

Gender - has an overall variation in Engagement of 29 PTs, with the highest scoring item being Male with 79% and the lowest scoring item being Female with 50%.

From an action planning perspective, consider whether best practice exists in the higher scoring areas that can be shared elsewhere.

What are our people saying?



What is the best thing about working here?

The wordcloud shows the words most frequently used by your people in response to this question, with their font size corresponding to their frequency of use. The 5 words most frequently used are also shown below.

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Top 5 keywords

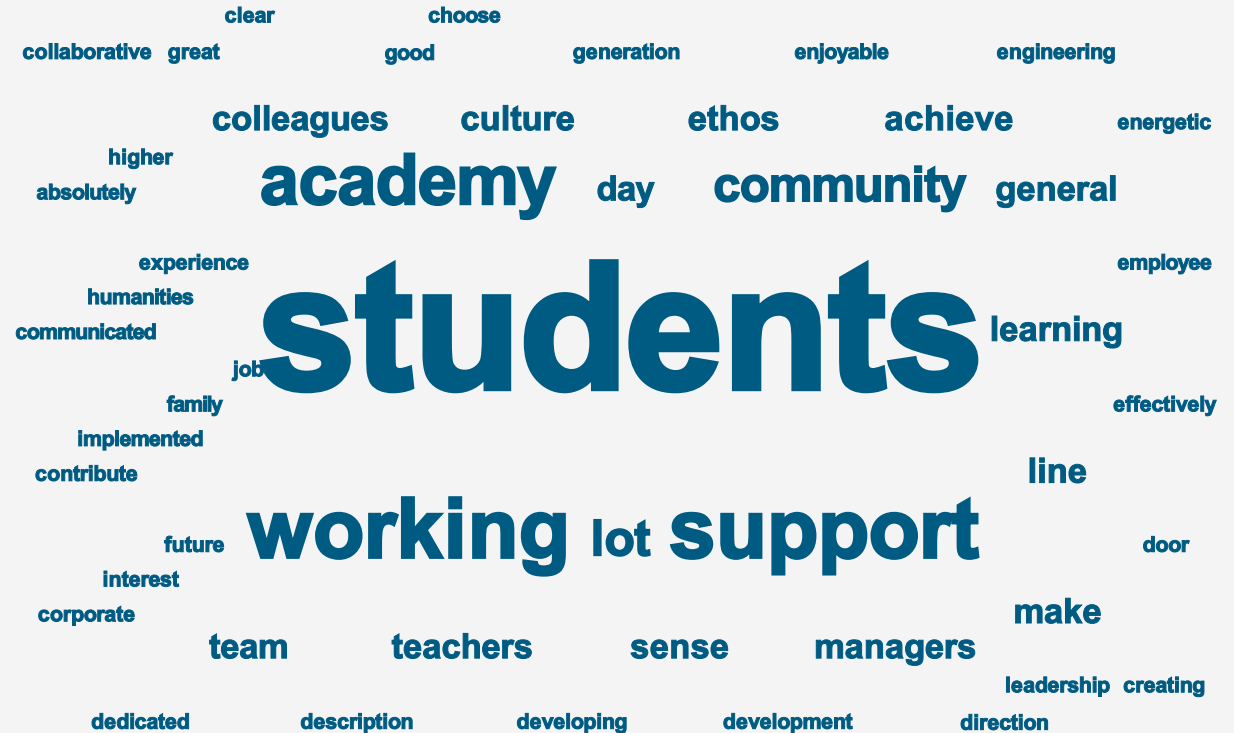
students

support

working

academy

community

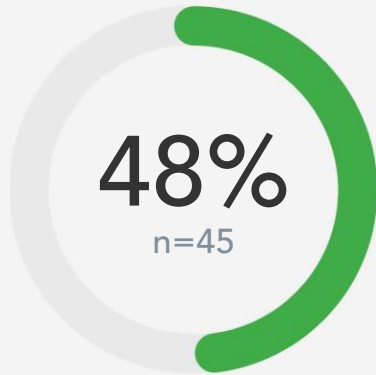


How many people responded?



Response rate

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Taking action is key!

45 people have responded to this survey, which is 48% of those invited to respond. 36% of those responding believe that action will take place as a result.

Visible action planning and continuous communication of how you are responding to the survey is vital in order to support and improve Engagement from this point forward.

Do they think anything will happen?

Impact	Question	Theme	Response favourability			Comparison
	I believe action will be taken as a result of this survey	Taking Action	36%	40%	24%	5%

Favourable Neutral Unfavourable




Action planning - things to focus on

- 1 The key drivers of Engagement are the best focus for action, especially where they are low scoring compared to other items or the comparator norms, or have declined since a previous survey.
- 2 If the key drivers are high scoring, then other questions that are below the comparator norms should be considered as action areas.
- 3 Review how Engagement varies by demographic. Identify whether lessons can be learned and shared from the higher performing areas.
- 4 Look at what your people are talking about. What are they saying should be changed or improved? Comments provide rich detail to support action planning.
- 5 Finally, from your perspective:
 - What are you most pleased about that you want to celebrate and maintain (for example, your absolute best results, or best compared to elsewhere)?
 - What stands out or concerns you the most?
 - What do you want to focus on now?



We recommend identifying 3-5 action areas



01. What are we most pleased about?
02. What are we most concerned about?
03. What do we care about focusing on?

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LSBU Group Survey 2019

Survey closed 5 July 2019

Filter selection: Level2 Structure: South Bank Academies

Responses: 66

Response rate: 55%

Comparator: Survey Overall

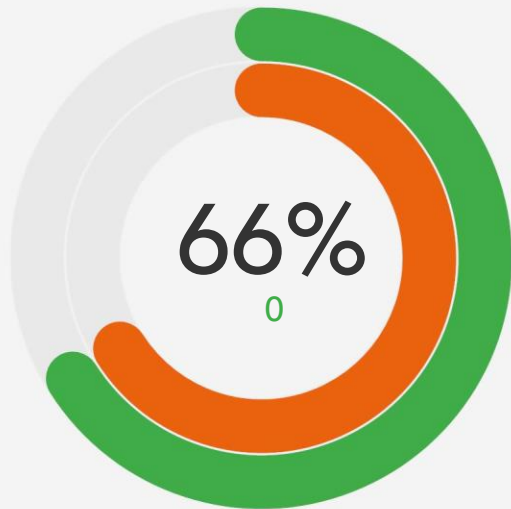


What is our Engagement score?



The Engagement score is 66%, which is in line when compared with the norms for Survey Overall

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● Your score ● Survey Overall norm

Items comprising the Engagement score

Question	Response favourability	Comparison
I am proud to work for LSBU/the College/the Academy	68% Favourable, 27% Neutral, 5% Unfavourable	-2
I feel a strong sense of belonging to LSBU/the College/the Academy	68% Favourable, 17% Neutral, 15% Unfavourable	+6
I feel committed to LSBU/the College/the Academy's goals	80% Favourable, 14% Neutral, 6% Unfavourable	+7
I would recommend LSBU/the College/the Academy as a great place to work	42% Favourable, 41% Neutral, 17% Unfavourable	-10
Working at LSBU/the College/the Academy makes me want to do the best work I can	71% Favourable, 21% Neutral, 8% Unfavourable	-2

● Favourable ● Neutral ● Unfavourable

Active recommendation low; negative responses very low however. Strong sense of belonging and alignment to mission

What are our Theme scores?

Line management, leadership and working for LSBU group strong; high % negative scores on wellbeing and learning and development

Average scores for questions grouped by a common theme

Themes	Response favourability			Comparison
My Role and Environment	65%	20%	15%	+3
Teamwork	62%	23%	15%	-1
Wellbeing	47%	29%	24%	-5
Learning and Development	45%	25%	29%	+2
Diversity and Inclusion	65%	26%	10%	+2
My Line Manager	72%	14%	13%	+11
Leadership	44%	38%	19%	+5
Engagement	66%	24%	10%	
Working for the LSBU Group	41%	41%	18%	+4
Taking Action	39%	42%	18%	-2

● Favourable ● Neutral ● Unfavourable

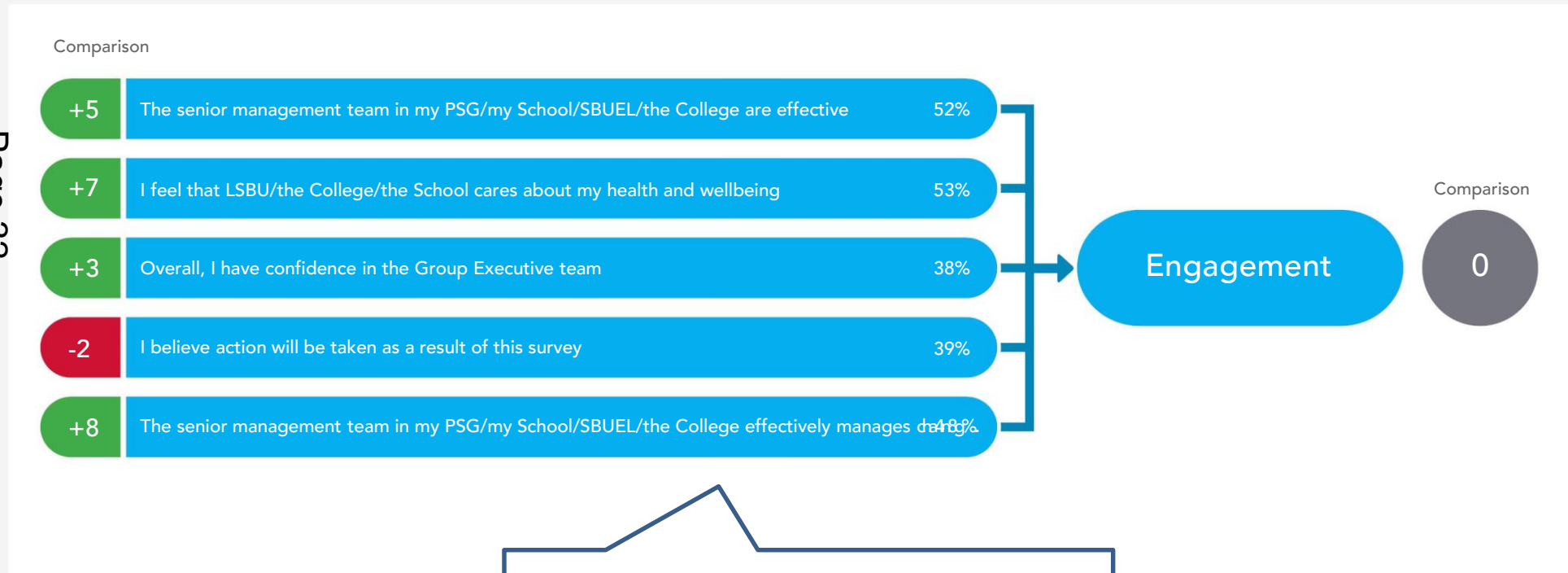
What is driving our Engagement score?



Key drivers

These 5 items have the strongest relationship with Engagement. Improvements in these are likely to have the biggest impact.

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Need to articulate how action is taken. Note strong belief in senior management and care – misalignment with current wellbeing however.

What are our comparative strengths?



These 5 results are the strongest when compared with the norms for Survey Overall

Impact	Question	Theme	Response favourability	Comparison
	Poor performance is dealt with effectively by my line manager	My Line Manager		
	I feel that being part of the wider LSBU Group will be good for me personally	Working for the LSBU Group		
	I feel that being part of the wider LSBU Group will improve LSBU/the College/the Academy as a place to work	Working for the LSBU Group		
	I receive regular and constructive feedback on my performance	My Line Manager		
	I feel a sense of belonging to the LSBU Group	Working for the LSBU Group		

Comparatively strong sense of 'groupness'; positive responses around line management

What are our comparative weaknesses?



These 5 results are the weakest (or least strong) when compared with the norms for Survey Overall

Impact	Question	Theme	Response favourability	Comparison
	I am able to strike the right balance between my work and home life	Wellbeing		
	I would recommend LSBU/the College/the Academy as a great place to work	Engagement		
	I can see how the goals and objectives of my PSG/my School/SBUEL/the College support those of the LSBU Group	My Role and Environment		
	The LSBU Group strategy is clear to me	Working for the LSBU Group		
	The people I work with co-operate and help each other to get the job done	Teamwork		

Work-life balance and linkages to the Group and its strategy comparatively weakest responses

What are our highest scoring questions?



These 5 items are the highest scoring in the survey

Impact	Question	Theme	Response favourability	Comparison
	I feel committed to LSBU/the College/the Academy's goals	Engagement		
🎯	I can be myself at work without worrying about if or how I will be accepted	Diversity and Inclusion		
🎯	My line manager is open to my ideas and suggestions for change	My Line Manager		
🎯	I have a clear understanding of the goals and objectives of my PSG/my School/SBU/EL/the College	My Role and Environment		
🎯	I feel my colleagues value my opinions	Diversity and Inclusion		

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● Favourable ● Neutral ● Unfavourable

Strong EDI score; strong understanding of academy goals and commitment to them

What are our lowest scoring questions?



These 5 items are the lowest scoring in the survey

Impact	Question	Theme	Response favourability	Comparison
🎯	It is clear to me how other parts of the LSBU Group operate	Working for the LSBU Group		
🎯	The LSBU Group strategy is clear to me	Working for the LSBU Group		
🎯	There is good co-operation between my institution and other parts of the LSBU Group	Working for the LSBU Group		
🎯	I feel a sense of belonging to the LSBU Group	Working for the LSBU Group		
🎯	The Group Executive team are sufficiently engaged in my PSG/my School/SBUEL/the College	Leadership		

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Unsurprising: understanding of Group structure and strategy

Which demographics affect our Engagement score?



The 2 demographics most impacting Engagement are:

Demographics	Response favourability
Ethnicity	0 100
Marital Status	0 100

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Snapshot:

Ethnicity - has an overall variation in Engagement of 37 PTs, with the highest scoring item being White - British with 85% and the lowest scoring item being Prefer not to say with 48%.

Marital Status - has an overall variation in Engagement of 32 PTs, with the highest scoring item being Married with 84% and the lowest scoring item being Single with 51%.

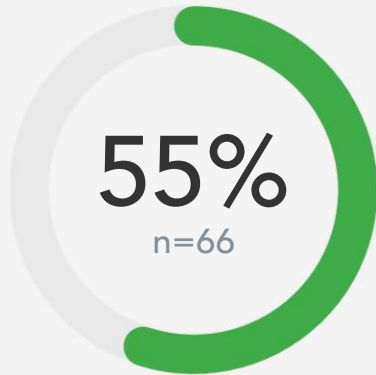
From an action planning perspective, consider whether best practice exists in the higher scoring areas that can be shared elsewhere.

How many people responded?



Response rate

Page 40



● Taking action is key!

66 people have responded to this survey, which is 55% of those invited to respond. 39% of those responding believe that action will take place as a result.

Visible action planning and continuous communication of how you are responding to the survey is vital in order to support and improve Engagement from this point forward.

Do they think anything will happen?

Impact	Question	Theme	Response favourability	Comparison
	I believe action will be taken as a result of this survey	Taking Action		

● Favourable ● Neutral ● Unfavourable

What to do now?



Action planning - things to focus on

- 1. Staff wellbeing and workload.** Actions since survey – new curriculum delivery model at UTC, wellbeing committees in both schools; active social offer. Action to be taken - group rewards package update and launch to staff; further review including of assessment policy, use of emails, review of parents' evenings and teacher loadings.
- 2. Learning and development.** Actions since survey – increased CPD budget for UTC, joint CPD planning. Action to be taken – further exploration of Group resources eg professional development programmes, sports and library membership, Lynda.com (LinkedIn Learning), link to investment plan for staff development.
- 3. Awareness of group structure, goals, value add.** Actions since survey – EP presentation to both schools. Actions to be taken – improved internal comms, increased range of links and partnerships.
- 4. Visibility of action.** Actions to be taken – EP to ensure results of survey and actions are shared; staff voice to feed in issues and progress.

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We recommend identifying 3-5 action areas



01.

What are we most pleased about?



02.

What are we most concerned about?



03.

What do we care about focusing on?

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Proposed SAB Visits to UAE 2019/20

Date	Focus	SAB Members
Thursday 14 November	Core Subjects – English and Maths	
Friday 17 January	Student behaviour and behaviour systems	
Tuesday 3 March	Sixth Form	
Tuesday 28 April	Day 10	
Thursday 2 July	Staff well-being	

In addition, the Safeguarding lead will make a termly visit to the academy to look at a different aspect of safeguarding and to check the SCR.

Chris Mallaband
October 2019

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GOVERNORS' VISIT FORM

This form is to be completed after a governor has made an official visit to the school.

Name of Governor: Chris Mallaband

Date of Visit: 9/10/19

Focus of Visit, with link to strategy and school development plan (agreed in advance with Principal):

Examination of SCR and associated processes – follow up visit looking at progress made with SCR since June.

Summary of activities e.g. talking to staff and pupils, looking at specific resources, having lunch etc.:

Meeting with Jacqui Collins, Trust HR

What have I learned as a result of my visit? (relate this back to focus of visit)

SCR is at the moment now good and fit for purpose. The key issues that were a concern in June have been addressed and a considerable amount of work has been done to achieve this.

The document is now a proper single record that encapsulates all the necessary checks made on staff prior to employment. Historical issues associated with references have been addressed and where two references have proved impossible to gain appropriate risk assessments have been made. In a very small number of cases there are still overseas police checks that need to be conducted and this process is underway but will still take some time to resolve.

The issue of letters/vetting sheets from catering company and cleaning company still needs to be resolved but I am confident that all checks have been done – less confident that the necessary evidence of this checking exists within the SCR.

There is a need to have robust procedures for checks on groups working in the academy that are focusing on raising achievement of students such as the Brilliant Club, TalentEd and Coachbright – these need to be the focus of discussion between DSL, Principal, Office Manager and HR Manager.

Aspects I would like clarified/questions that I have:

University Academy of Engineering South Bank

Actions for the school advisory board to consider:

Further check required in Spring term 2020 to ensure the remaining issues have been addressed.

Any other comments/ideas for future visits:

Should be inspected at least termly as part of a wider safeguarding focus.

Signed: Chris Mallaband **Date:** 15/6/19

(When completed, this form should be passed to the Principal, who will discuss the visit with the governors. A copy of the form will be passed to the Clerk at the end of the meeting for circulation to all governors and a copy made available to all staff)

University Academy of Engineering Register of Interests 2018-19

LOCAL GOVERNORS

Chris Mallaband (Chair)					
Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Noted by SAB
Future Frontiers	Education	Trustee	2015		7 Nov 2019
Veronica Allen					
Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Noted by SAB
None					
John Taylor (Principal)					
Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Noted by SAB
None					
Alex Drake					
Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Noted by SAB
Lewisham and Greenwich NHS Trust	Health	Manager	2016		7 Nov 2019
Safia Barakzai					
Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Noted by SAB

London South Bank University	Higher Education	Associate Professor School of Engineering	To update at the meeting		7 Nov 2019
Zakir Matin					
Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Noted by SAB
St Mary Magdalene Academy	Secondary Education	Teacher	2013		7 Nov 2019
Karen Fowler					
Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Noted by SAB
Michael Faraday School	Primary School	Head Teacher	To update at the meeting		7 Nov 2019
Tony Roberts					
Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Noted by SAB
London South Bank University	Higher Education	Deputy Director of Technician Services	To update at the meeting		7 Nov 2019
Elizabeth Adeyemi					
Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Noted by SAB
Lambeth College	Education	Head of Faculty	2016		7 Nov 2019
Philipp Herzberg (staff governor)					
Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Noted by SAB

University Academy of Engineering	Secondary Education	Teacher	2016		7 Nov 2019
ZenTeach	Education Technology	Founder	To update at the meeting		

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