

Meeting of the South Bank Engineering UTC Local Governing Body

4.30 - 6.00 pm on Wednesday, 15 March 2017
in South Bank Engineering UTC, 56 Brixton Hill SW2 1QS

**4.00 – 4.30 learning leaders' presentation to governors*

Agenda

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
1.	Welcome and apologies		RB
2.	Chair's business: LGB appointments & resignations	Verbal Report	RB
3.	Declarations of interest		RB
4.	Minutes of previous meeting	3 - 6	RB
5.	Matters arising	7 - 8	RB
<i>Items to discuss</i>			
6.	Principal's report	9 - 26	DC
7.	Update on new assessment system	27 - 28	DC
8.	Self Evaluation form & 3 Year strategy report	29 - 54	DC
9.	January 2017 financial management report	55 - 58	DS
<i>Items to note</i>			
10.	DFE visit	Verbal Report	DC
11.	Discussions at subcommittees	59 - 60	PS
12.	Governors' visits		RB
13.	Any other business		RB

Date of next meeting
4.30 pm on Wednesday, 17 May 2017

Members: Rao Bhamidimarri (Chair), Karen Adewoyin, Ian Brixey, Natalie Ferer, Joanne Young and Dan Cundy

Apologies: Richard Parrish, Tony Roberts and Ruth Smith

In attendance: Ed Arthur, Sarah Gordon, Dan Smith and Pervena Singh

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**Minutes of the meeting of the South Bank Engineering UTC Local Governing
Body
held at 4.30 pm on Wednesday, 30 November 2016
South Bank Engineering UTC, 56 Brixton Hill SW2 1QS**

Present

Rao Bhamidimarri (Chair)
Karen Adewoyin
Ian Brixey
Dan Cundy
Natalie Ferer
Tony Roberts
Ruth Smith
Joanne Young

Apologies

Lynn Grimes
Richard Parrish

In attendance

Dan Smith
Pervena Singh (Clerk)

1. Welcome & apologies

The Chair welcomed the governors to the meeting. The above apologies were noted.

Prior to the meeting the governors received an informative presentation by teachers from the English and Engineering departments, who outlined their department's achievements and challenges.

2. Declarations of interest

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

3. Minutes of previous meeting

The LGB approved the minutes of the meeting of 28 September 2016.

4. Matters arising

The LGB noted the matters arising from the previous meeting. The LGB requested South Bank Academies' Scheme of Delegation and list of policies for the LGB's approval, as requested at the meeting would be circulated by email.

5. **Principal Report**

The LGB discussed the Principal's report in detail, which covered quality of teaching, learning and assessment, personal development, behaviour and welfare, outcomes for children and learners, effectiveness of leadership and management, and marketing and recruitment.

The LGB noted the Principal's report to include a number of operational content for information. The LGB requested that information that has a direct effect on student's wellbeing, and health and safety is on future reports.

The LGB discussed the safety and level of risk to students. It was requested a Prevent Duty training session to be arranged ahead of the next LGB meeting.

The LGB discussed the new assessment system set to be put in place and requested a report outlining the positive and negative impacts to students.

6. **UTC Development Plan & Self Evaluation Form**

The LGB discussed the draft UTC Development plan and self-evaluation form, and noted that it is too early for the UTC to have a living self-evaluation form as baseline are still being established.

Both the school development plan and self-evaluation form would be reviewed regularly by the LGB.

7. **Construction progress**

The LGB were provided with a verbal update on the construction progress at the school. The LGB noted the need for visual space to drive recruitment of students, and agreed for a virtual reality programme of the new building to be developed.

8. **Department for Education Inspection Report (Oct 2016)**

The LGB discussed the Department for Education Inspection Report. The LGB noted the confidential information included within the report cannot be shared or released publicly and is only to be used to help the school, LGB and South Bank Academies Board to improve strategy. The LGB noted the recommendations, and management response. The key findings included effectiveness of leadership and management, quality of teaching and assessment, personal development, behaviour and welfare and outcomes for children and other learners.

9. **Engagement of Employers with Student Policy**

The LGB noted the policy on engagement of employers with students. The LGB approved the policy subject to greater clarity on parameters. A brief summary of the policy would be provided to visitors and employers at the school.

10. **Report on Committees Discussions**

The LGB noted the report on discussions at the Learning and Teaching, and Finance and General Purposes Committees.

11. **Financial Management Report October 2016**

The LGB discussed the October 2016 financial management report which forecasted a surplus of £24k. The report had been reviewed by the Finance and General Purposes committee and there were no material matters that required the LGB's attention.

12. **Governors' visit forms**

The LGB noted the Governors' visit forms, and were all encouraged by the Chair to visit the school termly.

**Date of next meeting
4.30 pm, on Wednesday, 15 March 2017**

Confirmed as a true record

..... (Chair)

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SOUTH BANK ENGINEERING UTC LOCAL GOVERNING BODY - WEDNESDAY, 30 NOVEMBER 2016 ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Officer	Action Status
4.	Matters arising	South Bank Academies' Scheme of Delegation to be circulated to governors. List of policies for LGB approval, to be circulated to governors.	Pervena Singh Pervena Singh/ Rao Bhamidimarri	Scheme of Delegation, as approved by the Board of Directors has been circulated to all local governors. Policies for Trust and LGB to approve including frequency of approval is currently in progress and will be circulated to governors on completion.
5.	Principal Report	Future Principal reports to include detail on effects on students' wellbeing and health and safety. A Prevent Duty training session to be arranged ahead of a LGB meeting for governors. A report on positive and negative impacts to students resulting from the new assessment system.	Dan Cundy Pervena Singh Dan Cundy	Completed – included within Principal's report Completed -training session scheduled for 17 May 2017, ahead of the LGB. Completed – included on agenda.
7.	Construction progress	A virtual reality programme of the new school building, to be developed.	Rao Bhamidimarri	To do
9.	Engagement of Employers with Student Policy	Greater clarity on parameters within the Engagement of Employers with Student policy to be circulated to governors.	Dan Cundy	To do

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	CONFIDENTIAL
Paper title:	Principal's Report
Board/Committee:	South Bank Engineering UTC Local Governing Body
Date of meeting:	15 March 2017
Author:	Dan Cundy, Principal
Purpose:	To discuss
Recommendation:	To provide information on the school and prompt questioning from the local governors.

Executive Summary

This report is intended to build on the previous report from November 2016. Loosely based on the latest Ofsted inspection framework, the report is in a number of sections:

- Operational and buildings
- Quality of teaching, learning and assessment
- Personal development, behaviour and welfare
- Outcomes for children and learners
- Effectiveness of leadership and management
- Marketing and recruitment

Operational and buildings

Temporary accommodation

The temporary accommodation consists of five classrooms in former Lambeth College portakabins plus two classrooms in purpose built temporary buildings. There is additional office and personal study space along with toilet facilities. There is no hall, dining room or sports facilities, and no purpose-built engineering space, although one room was designed as a science laboratory. Given that the UTC has two Year 10 groups and five Year 12 groups timetabled at any time, teaching space is at a premium. A further challenge has been how to deliver specialist and technical content in what are almost exclusively generic classrooms.

The management response to this challenge has been to take a pragmatic and innovative approach to resourcing and curriculum planning. For example the 'science lab' as our largest teaching space has been designated as our main engineering workshop, large enough for CNC and traditional machining and 3D

printing as well as conventional class teaching. Science is delivered in a conventional classroom, making use of 'micro-scale' science equipment designed to enable GCSE and A level practical science experiments to take place in a variety of spaces. Two further rooms house engineering equipment with a focus on digital technologies, and our purchase of large numbers of laptops enables students to access connectivity in all UTC spaces. Catering arrangements are accommodated in classrooms, managed by staff. Sports provision is handled off-site. Offices have been configured as efficiently as possible although there is a lack of office space and private space for staff.

In planning and managing accommodation in this manner, the UTC has been able to deliver technical elements of the engineering curriculum along with practical science and computer science to good effect. The UTC to visitors looks and feels like a technical school, which aids our recruitment drive and messaging. Students are able to develop their technical skills and employability in line with the UTC's vision.

There have been many issues with the quality of temporary accommodation.

- Water ingress has been an issue in several rooms, the main foyer, the covered and open corridors. Action: contractors engaged to seal leaks; UTC staff deployed to build a temporary roof over previously open corridor. UTC is now watertight.
- Electrical issues including power cuts. Action: contractors alerted to issues which have been rectified quickly. On-site generator provision added to mitigate overloading issues; light fittings replaced following water ingress damage.
- Heating issues. Heaters in both buildings have been non-functional at various points leading to issues over room temperatures. Action: contractors engaged to maintain and fix heaters; additional portable heaters purchased and installed.
- Wind and draughts in corridor spaces, leading to concerns over temperature. Action: contractors engaged to fit insulation blocks and seal corridor ends; UTC staff built temporary roof.
- Drainage issues, leading to water pooling in corridors. Action: contractors and UTC staff engaged to install active drainage and replace floor coverings.

All repairs by Actavo or Bowmer and Kirkland have been conducted without cost to the UTC. The fitting of the covered corridor by UTC staff is being invoiced to the EFA.

Final build

The Principal, CEO and Vice Principal have all been involved in regular building meetings. At time of writing, the building is scheduled for full handover on 18th September, leaving a requirement for accommodation for a period at the start of Autumn term. Mott Macdonald are engaged to provide accommodation on behalf of the EFA, with the likely outcome being partial handover of the building at the start of September. This will be advantageous over other potential options which would have included a delay to term start or accommodation off-site, both of which would have been highly problematic.

In preparation for handover the UTC has been working with partners to finalise fixed and loose furniture and equipment; procure technical equipment including engineering, science and computing resources; agree colour schemes and decorative finishes including signage; confirm security and Safer by Design compliance along with undertaking to meet planning conditions for BREEAM.

Some contracts and services for the final build are yet to be agreed: catering contracts require further negotiation; cleaning and site management is to be finalised; network management and IT support require confirmation. The Principal is working with Fujitsu to finalise the design and installation of the Innovation Hub on the ground floor of the final build.

Update on contracts

The UTC has a number of contracts in place, all of which are working effectively and offering good value for money. These include

- Lambeth College for energy and water; cleaning and support services
- JPL Catering for preparation and service of food
- North Pallant for network support and management
- Trinity Academy for PE provision and SENDCO support
- ParentPay for administration of payment
- Judicium for HR, H&S, fire and payroll support
- The Key for leadership and governance support
- Lambeth Council for student data transfer

Quality of teaching, learning and assessment

Assessment

Units of work are being delivered according to a centrally-planned strategy in all subjects, with appropriate course specifications and resources in place to meet the needs of students, sponsors and accountability measures. Common strands including literacy, numeracy and employability are delivered across the curriculum, with training and development in place to support staff in areas outside their immediate expertise.

Baseline data has been collated and shared with staff and students, who are aware of key student groups, including disadvantaged, SEN and gifted and talented. All staff and students are aware of minimum expected and stretch targets both at the end of courses and each term.

Termly assessments are in place with half termly data input by staff. GCSE papers are used for Year 10 with mark schemes in place to ensure reliability of data. Arrangements are in place with City Heights to cross-moderate assessments: in English for example this has shown our own marking to be very accurate.

All students receive a termly report outlining grades for effort and attainment against targets, along with a judgement on employability. The next reports are to be sent at Easter.

Marking and feedback is regularly scrutinised by SLT, with the intention that systems in each subject area are appropriate for the style of teaching and assessment. Key areas of focus are to ensure that all students are aware of their strengths, current and target grades and routes to improvement, with an understanding of how they can improve their performance independently.

Quality of teaching and learning

The quality of teaching and learning is triangulated from a variety of sources. These include observation through informal learning walks; short, unannounced ‘snapshot’ observations and formal, arranged ‘developmental’ observations. To date with our current staff we have conducted 18 formal lesson observations in addition to numerous learning walks. Individual lessons are not formally graded: teachers are given formal written and verbal feedback with routes to improvement discussed and agreed. Lesson feedback is linked to the Teachers’ Standards to assist staff in evidencing that they habitually meet all standards, even if on a pathway to qualification.

Strengths and areas for development in observed lessons are captured and recorded, and used to inform the whole-staff CPD programme which is led by the Vice Principal. For example one identified area of development across multiple lessons was the ability to exemplify and develop cross-curricular themes including literacy, numeracy and SMSC. This has been addressed through targeted CPD on literacy to give all staff the confidence and skillset to develop students’ literacy through the teaching of all subjects, focusing initially on sentence construction.

For management purposes, lessons are privately graded in order to build a picture of the quality of teaching and learning. To date, with our current staff, grades are as follows, with

- 4 Inadequate
- 3 Requires Improvement
- 2 Good
- 1 Outstanding

Staff name	AKA	Specialism	Also teaches	Observed in
David Bell		Engineering		Engineering
Marvin Beckford	Shane	Engineering		Engineering
Ruth Vandenhautte		English	CPD	English
Francis Affram		Biology	Mixed science at GCSE; physics at A level	Biology, Physics
Subroto De		Maths	Physics A level	Maths, physics
Lettie Tang		Engineering		Engineering
Mark Martin		Computer science		Computer science

Kam Bains		Chemistry		Chemistry
Andrew Errington		Engineering	CPD	Engineering
Sylvanus Wormenor		Maths	Physics A level	Maths, physics

David Bell	1.0
Marvin Beckford	2.5
Ruth Vandenhautte	1.0
Francis Affram	2.3
Subroto De	1.5
Lettie Tang	2.5
Mark Martin	2.0
Kam Bains	1.0
Andrew Errington	2.0
Sylvanus Wormenor	2.0

All the UTC's teaching staff have been observed teaching lessons at least Good. Of those with a rolling average of below Good overall, Lettie and Shane are both on pathways to qualification and are undergoing training and development with both showing strong progress; Francis was observed teaching outside his specialism for one of his three observations and was Grade 3 in this.

The overall UTC rolling average is **1.78 – above Good**.

CPD is closely targeted to need both collectively and individually. Structured weekly line management gives all staff opportunities for focused support and management; all staff are supported so that barriers to outstanding teaching are removed as far as possible. Three staff are on a pathway into qualification and are supported directly by the Principal through a Beginner Teacher group meeting weekly with a focus on research-driven development and peer-to-peer support.

The UTC has arranged for collaborative links with City Heights to cross-moderate English, maths and science assessments. This has been fruitful and confidence-building for key staff operating in small departments with new exam specifications. The UTC will also benefit from the UTC Support Grant for which we have bid successfully with Dunraven School, the closest Teaching School to the UTC and Outstanding in all Ofsted categories. Part of the support package will be to support T&L through further subject-based collaborations but also through support with marking and assessment, departmental reviews and strategies to support students with SEN.

Teaching facilities and equipment

Temporary accommodation is broadly suitable for delivering the full UTC curriculum. All students have had experience of hands-on work in engineering. All science students have been able to undertake practical science. All students have daily use of UTC laptops which are fit for purpose. Networking, connectivity and software issues are rare. Some staff make innovative use of cloud-based resources, software

and apps to enhance learning. Judicious investment in resources has been made, for example in building a library of text and reading books, and in software to extend the UTC's capability to deliver computer science, engineering, science, maths and enrichment.

UTC staff are keenly anticipating the delivery of new buildings and facilities. A detailed 'wish list' of resources and equipment has been itemised and costed for discussion at trust level.

Inputs from employer partners

Since the previous L&T meeting, the following partnership inputs have taken place:

- King's College NHS Trust Wheelchair Challenge – Year 10
- Skanska / Great Ormond Street Hospital 'Ward of the Future' challenge – Year 12
- Guy's & St Thomas' Plant Room challenge – Year 12
- Bamboo bicycle club projects – Years 10 and 12
- Skanska Expert Witness sessions – apprenticeships Vs university for all Year 12 students
- Support from LSBU with Girls into STEM event
- Google Classroom virtual reality experience for all students
- US Embassy visit to discuss international links
- Al-Jazeera cyber-security workshop for all computer science students in Years 10 and 12

The engagements listed above have taken place at various scales. The first four projects for example have been large scale, involving entire cohorts of students over a number of weeks, with the end product meaningful and substantial. In addition to all the partnership engagements which have already taken place, there are a large number of further engagements already planned into the calendar, or in discussion to be added in the future. For example a Skanska meeting to discuss HS2 project links, a link with UK Power Networks, discussions around ongoing support and input from LSBU and other organisations including Practical Action, Natural History Museum, St Paul's School, Squire & Partners and others.

We are acutely aware of the actual and perceived benefits of the UTC's partnerships and project-based learning. Projects and engagements are widely shared and celebrated through communications including newsletters and social media, as well as in engagements with potential future applicants. Employer and partner engagements are a primary lever with which the UTC is able to add value to the traditional school offer. With well-planned and suitably timetabled employer projects, students' progress and attainment will benefit due to the positive feedback which applied, project-based and contextualised learning can bring.

The UTC along with King's has been awarded with the Chief Scientific Officer's Innovation in Engineering and Science Award. This prestigious award will bring additional exposure, connections and opportunities to the UTC, about which we are very excited.

Personal development, behaviour and welfare

Conduct

A major focus at the UTC is to operate as a professional environment. This involves creating a climate for learning which is predisposed on student self-management and a shared set of goals and values, clearly and consistently articulated. The aim is to enable students to develop their independence in order to be better prepared for the demands of the workplace and higher education. The UTC operates a set of professional expectations as opposed to traditional school rules and a high level of control.

In practice, this works well. In Year 12, lessons and independent study are typified by high levels of engagement, commitment, motivation, collaboration and professionalism. Behaviour for learning is very good. Where intrinsic motivation or levels of maturity are lower for some individual students this is addressed by the teaching and pastoral teams.

For some of the Year 10 cohort, the more adult expectations and demands for maturity and self-management have provided a very sharp transition to their previous schools. As a consequence, staff and the pastoral team have been required to take a more structured approach with Year 10, focusing on clear expectations, the recognition and celebration of success, firm boundaries and consequences for students failing to meet expectations. Behaviour for learning is typically good and is often exemplary, but some individual students have required intervention, management and sanctions. Where sanctions are in place, these are usually not high-level and are in response to persistent low-level misdemeanours.

Exclusions

Exclusion (referred to as 'suspension' at the UTC) takes three potential forms:

- Internal: student is isolated with the pastoral team in the UTC for a fixed period, usually of 1-2 days. For serious or repeated incidents. These are not recorded formally as exclusions, and are designed to give the UTC the option to operate high-level sanctions short of exclusion.
- Fixed-term: student is removed from the UTC and remains at home for a fixed period of usually 1-5 days. For serious or repeated incidents.
- Permanent: student is removed from the UTC roll. For very serious or repeated serious incidents.

To date, unlike many UTCs in their first year, the number of exclusions has been low. There have been no permanent exclusions. Fixed term exclusions are as follows:

Year 10 boy – three days total for two incidents including use of racist language

Year 10 girl – five days total for two incidents involving defiance and H&S issues. Has since been removed from roll at parental request.

Year 10 boy – one day for one incident involving inappropriate conduct

This totals 5 exclusions across three students; 9 days in total. Given the small dataset, it is not yet appropriate to conduct analysis by group to determine if particular genders, abilities or ethnicities are excluded disproportionately. Two students have been removed from the roll by their families on consideration: one of these students was the Year 10 girl with the highest level of exclusions.

Healthy competition is being fostered continuously. There are two Companies competing in attendance, punctuality and conduct, with incentives and rewards for top performers. Regular calls are placed to parents for reaching key thresholds such as 15 positives; with rewards for highest performing groups. Much of this competition is based on student performance data. An appendix to this report is an example of the league table data sent and presented weekly, and displayed prominently in the foyer.

Positives issued (significantly good performance): 2649

Negatives issued (significant concerns or poor conduct): 723

Ratio Positive:Negative 3.7:1 (target 3:1)

Attendance

Attendance: 93.1% (target 95%); national 94.9% in 2015

Attendance has fallen since the middle of Autumn term. This is a common pattern in many schools associated with winter illness, but has been compounded at the UTC by a small number of students suffering bereavements or chronic medical issues, which impact attendance figures overall. Figures will increase over the coming weeks heading towards examination season. All students with attendance below 90% (Persistent Absentees) have been identified and are being monitored and tracked. Where appropriate, the Lambeth Education Welfare Officer (EWO) is involved with the potential to issue fixed penalty notices. To date there have been no unauthorised holidays taken in term time.

Lateness is a concern. A number of students are persistently late to the UTC, mostly by no more than five minutes. However, as punctuality is seen as a surrogate for reliability by employers, management of lateness is taking place through sanctions and parental involvement. A late detention is held on Fridays after school. The UTC retains the option to pursue persistent lateness through the fixed penalty notice system in conjunction with Lambeth. At the end of Spring term, detailed analysis of attendance and punctuality by group will be conducted and presented.

Pastoral care

Standards of pastoral care and welfare are strong. The UTC is fortunate to serve a diverse group of students, all of whom bring their own cultural backgrounds and experiences. A major focus of the UTC lies in its drive to develop young people with

high levels of employability, which presupposes high levels of cultural sensitivity and awareness. To this end, there are UTC-wide strategies in place. For example, the pastoral programme is centrally planned and consistently delivered and includes weekly reflection and discussion segments where students are able to challenge their own thinking and develop positive debating and critical thinking skills in a safe and constructive environment. Strong pastoral care systems operate through coaches and pastoral managers to give targeted support and development with individual students and groups as required.

To date the UTC has no recorded incidents related to faith and no recorded incidents relating to sexual orientation. Incidents of racism have been very rare and isolated to one student. Incidents of sexism are rare and isolated to one student. Students, staff and parents comment on the harmonious and professional working atmosphere at the UTC. A student survey conducted recently of both students and parents generated findings as follows:

I feel safe at the UTC – agree 80%; neither agree nor disagree 20%; disagree 0%

My child feels safe at the UTC – agree 100%; neither agree nor disagree 0%; disagree 0%

I am happy at the UTC – agree 80%; neither agree nor disagree 20%; disagree 0%

My child is happy at the UTC – agree 83%; neither agree nor disagree 17%; disagree 0%

Fiona Sydney, the UTC's SENDCO has worked effectively to support SEN students, with a focus on Year 10 and two students in Year 12 with high levels of need. Diversity of need demands an individualised response, which Fiona has been developing to good effect. She will continue to focus particularly on English, maths and science, her area of particular expertise. Students with SEN have been assessed successfully for additional time in their examinations, which will support their attainment. Additional support for high-needs learners continues to be provided in the form of Ellie Keightley (English and literacy) and Najib Marzy from Yipiyap. SEN support will be extended in coming weeks through the UTC's link with Dunraven School: for example through a dedicated speech and language CPD session on 27th March for all UTC staff.

Outcomes for children and learners

Each half term internal data is collected on student performance, based on regular, rigorous assessment against exam board specifications. At the end of each term, additional data is collected on effort and employability which is communicated to parents. In addition, the UTC has held its first of two annual parents' evenings in order to give personalised feedback.

The latest set of performance data was gathered at the end of Spring term 1 in mid-February and has been analysed. Headlines are below presented by year group.

Year 10.

The UTC has two classes in Year 10, both mixed ability and both following a fixed curriculum with no optional subjects. Minimum Expected targets have been set for the end of the two-year GCSE and BTEC course cycle based on Key Stage 2 data: although this is outdated information it forms the basis for the UTC's main accountability measures of Attainment 8 and Progress 8. These targets are mapped backwards so that there are termly targets from the start of Year 10.

All UTC targets build in an expectation that all students make good levels of progress from Key Stage 2 to the end of Key Stage 4. As with all UTCs, a challenge is that we have only direct influence over the students for the final two years of their journey from KS2-4, and many students have joined the UTC as a consequence of failing to thrive in predecessor schools. Thus it is likely that the first term of Year 10 will reveal underachievement requiring rapid intervention in order to accelerate progress to secure targets.

In addition to attainment targets for all subjects, based on the GCSE 9-1 scale and driven by expectations of progress, a further set of targets is based around the proportion of students achieving grade 5+. This target is needed as the UTC's sixth form comprised level 3 courses for which grade 5 is the usual minimum entry grade. It is important that all UTC students are given support to progress through to Year 12 by reaching attainment thresholds.

End of course targets (Summer 2018) are as follows:

Year 10 - 2018	Min target	Stretch target
Attainment 8 overall average	52.97	62.9
Progress 8 overall average	0.1	0.3
English average grade	5.33	6.33
English 5+ %	89	100
Maths average grade	5.28	6.28
Maths 5+ %	89	97
Science average grade	5.28	6.28
Science 5+ %	89	97
Computing ave grade	5.3	6.3
Computing 5+ %	91	100
Engineering ave grade	5.28	6.28
Engineering Pass+ % (reported as Grades 1-4)	100	100
Engineering Merit+ % (Grades 5-6)	47	61
Engineering Distinction+ % (Grades 7-9)	11	28

Spring 1 data collection comprises staff entering Professional Prediction grades: these are designed to reflect professional judgement of what grade each student is most likely to achieve based on current performance, previous assessment data and progress over time.

Year 10 - 2018	Min target	Stretch target	Spring 1 2017 professional prediction	Difference to target
Attainment 8 overall average	52.97	62.9	54.44	1.47
Progress 8 overall average	0.1	0.3		
English average grade	5.33	6.33	5.05	-0.28
English 5+ %	89	100	85%	-4%
Maths average grade	5.28	6.28	5.52	0.24
Maths 5+ %	89	97	82%	-7%
Science average grade	5.28	6.28	5.75	0.47
Science 5+ %	89	97	68%	-21%
Computing ave grade	5.3	6.3	5.87	0.37
Computing 5+ %	91	100	89%	-2%
Engineering ave grade	5.28	6.28	4.9	-0.38
Engineering Pass+ % (reported as Grades 1-4)	100	100	100%	0
Engineering Merit+ % (Grades 5-6)	47	61	65%	18%
Engineering Distinction+ % (Grades 7-9)	11	28	15%	4%

Headline data is encouraging: Attainment 8 score is predicted at 54.44 against a minimum expected target of 52.97. This represents an average grade of 5.44.

By subject, there are areas of strong performance

- Maths, science and computer science predictions are above target overall
- Performance in engineering is strong with all students predicted to pass, and two thirds predicted at least a Merit grade
- In absolute terms English performance is strong given the technical learning style of UTC students

There are also areas of development requiring further scrutiny

- The proportion of students predicted grade 5+ in science is well below target
- Other than engineering, no subject is currently predicted to meet its targets at grade 5+

The curriculum for Key Stage 4 is designed to accelerate progress: students receive six hours of teaching in core subjects per week and benefit from small class sizes, good teaching and additional support and intervention where required. Students with SEN are given targeted support through the UTC's SENDCO along with teaching, support and pastoral staff.

Performance by group is presented below:

Year 10 by group - Spring 1 professional prediction	Attainment 8 min expected	Attainment 8 Spring 1 PP	Difference to min exp
All pupils	53.15	54.44	1.29

High prior attainers	64.86	63.14	-1.71
Middle prior attainers	51.87	53.83	1.96
Low prior attainers	40	42.75	2.75
Boys	54.1	54.69	0.59
Girls	47.6	53	5.4
Black Caribbean	52	52.5	0.5
Black African	50.5	55.33	4.83
White British	52	48.33	-3.67
Gifted and Talented (by CATS data)	68	66.5	-1.5

Highlights include

- The performance of girls, who as a minority may be seen as an 'at risk' group
- The performance of Black African students
- The performance of low and middle prior attainers

Areas of particular focus include

- High prior attainers and gifted and talented students (note the large overlap between these groups)
- White British students

Intervention is in place for all students who are currently failing to meet their targets on an individual basis. This intervention (see below) will support narrowing the gap between groups in the UTC.

Year 12.

There are two course pathways in Year 12: Technical and Academic. Technical students follow a BTEC Level 3 engineering Extended Diploma in addition to a level 3 maths qualification. Academic students follow a BTEC level 3 engineering Subsidiary Diploma in addition to maths and one or two additional A levels from Computing, Physics, Chemistry or Biology.

'Minimum Expected' targets for Year 12 have been generated using ALPS from GCSE outcome data, with the UTC adding additional Stretch targets.

Targets set for Summer 2018 are as follows:

Year 12 - 2018	Min target	Stretch target
Maths A A*-E %	100	100
Maths A A*-C	58	100
Maths A A*-A	0	4
Chemistry A A*-E	100	100
Chemistry A A*-C	71	100
Chemistry A A*-A	0	14
Biology A A*-E	100	100
Biology A A*-C	67	100

Biology A A*-A	0	33
Physics A A*-E	100	100
Physics A A*-C	57	100
Physics A A*-A	0	0
Computing A A*-E	100	100
Computing A A*-C	50	100
Computing A A*-A	0	0
Engineering Sub Dip PPP+	100	100
Engineering Sub Dip MMM+	100	100
Engineering Sub Dip DDD+	23	78
Engineering Ext Dip P+	100	100
Engineering Ext Dip M+	100	100
Engineering Ext Dip D+	95	100

The UTC has produced a backwards-mapped flight plan which indicates target grades at termly milestones throughout the two-year programme. Two sets of internal assessment data are available as presented below:

	Autumn 2016 target	Autumn 2016 attainment	Autumn 2016 difference to target	Spring 2017 target	Spring 1 2017 attainment	Spring 1 2017 difference to target
Maths A A*-E %	100%	100%	0%	100%	100%	0
Maths A A*-C	4	26	22%	4	65	61
Maths A A*-A	0	4	4%	0	19	19
Chemistry A A*-E	100	100	0%	100	100	0
Chemistry A A*-C	14	29	15%	14	75	61
Chemistry A A*-A	0	0	0%	0	17	17
Biology A A*-E	100	100	0%	100	100	0
Biology A A*-C	33	100	67%	33	100	67
Biology A A*-A	0	33	33%	0	100	100
Physics A A*-E	100	57	-43%	100	43	-57
Physics A A*-C	0	21	21%	0	0	0
Physics A A*-A	0	0	0%	0	0	0
Computing A A*-E	100	100	0%	100	100	0
Computing A A*-C	0	31	31%	0	46	46
Computing A A*-A	0	15	15%	0	15	15
Engineering Ext Dip	100	100	0	100	100	0

PPP+						
Engineering Ext Dip MMM+	25	28	3	25	38	13
Engineering Ext Dip DDD+	0	3	3	0	18	18
Engineering Sub Dip P+	100	100	0	100	59	-41
Engineering Sub Dip M+	86	32	-54	86	23	-63
Engineering Sub Dip D+	0	18	18	0	5	5

Note that the two sets of data are derived from formal assessments – examination papers. This ensures reliability in terms of data quality, but does introduce the potential for inconsistency as students may perform strongly in one exam for example.

By subject, areas of high performance include

- A level maths, with the proportion of students achieving A-C grades is well above flight plan targets
- Biology, with all students achieving A grades
- Chemistry, with the proportion of A-C grades and above well above target
- Computer science, with the proportion of A-C grades and above well above target
- Engineering Extended Diploma above target at Pass, Merit and Distinction

Areas of concern include

- Physics current performance is well below target
- Engineering Subsidiary Diploma is well below target at Pass and Merit grades

Underperformance in physics was expected: unable to recruit a specialist physics teacher, we have relied on non-specialists through the Autumn term. Since Christmas the subject has been taught by the maths team, both able to teach the physics maths units. The improvement of teaching since Christmas is expected to feed into Spring 2 assessment data, but close monitoring and intervention is in place to support rapid progress. Engineering Sub Dip low grades reflects poor performance in a recent assessment: the course followed is the new BTEC framework which is heavily-skewed to one examination with a high degree of challenge and high pass mark. This course is followed by our Academic route students who are also studying two or three additional A levels, so have little independent study time. The UTC has responded by transferring the course to the older BTEC framework which has more units but is 100% coursework-based. All work completed will count to the old course, and the engineering team anticipate a rapid increase in assessed performance.

Communication

Feedback is shared with all students after each assessment cycle. All students are aware of their current performance grade in all subjects along with their targets and routes to progress. A termly report is shared with parents and carers. Parents' evenings took place in October, with a second evening in June (Year 12) and July (Year 10), punctuated by an Academic Coaching day in March, mid-way through the year.

Intervention

Assessment data is collated centrally through SchoolBase, the UTC's Management Information System. This data is imported into a spreadsheet for analysis centrally. After every data collection, performance data is shared with staff and an intervention cycle put in place. Most recently for example, Autumn 2 performance data analysis was presented at a whole-staff CPD session, with data visualisation techniques used to aid understanding. All subject teachers were given clear information on students below flight plan targets on an Intervention sheet. Staff were given a short cycle during the Spring 1 half term to implement targeted intervention plans, adding onto intervention sheets the action taken, impact and evidence.

SurName	ChosenName	Learning group	of 10 baseline expected	Aut target	Aut target Integer	Assessment grade	Rel to target	After grade	Intervention input	When?	Outcome	Evidence
Mulroe	Steven	B	4+	5-	5		-2	3	Student's behaviour is impeding his learning. I am working with the pastoral leader and SENCO to ensure the student's improves his behaviour in class. Lesson powerpoint will be emailed to him after every lesson. Student will be advised to open powerpoint and use it to revise. Science revision guide has been ordered for the student. Student will be given all the topics we will be doing this term so that it will guide him during his independent studies at home.	FAF	Student returned to lessons today after a period of pastoral support. His behaviour has well improved. He shows a positive attitude in lessons and he concentrate on his task.	Student got outstanding on his behaviour monitoring report in today's lesson.
Roachford	Carlos	A	3+	4-	4		-2	2	Lesson powerpoint will be emailed to him after every lesson. Student will be advised to open powerpoint and use it to revise. Science revision guide has been ordered for the student. Student will be given all the topics we will be doing this term so that he can use for his personal studies at home.	FAF	Student sometimes focus in lessons and his effort has also improved to some degree even though more work still needs to be done on his behaviour in lessons. He has exceeded his physics target and he is just one target below his biology target.	Physics and biology assessment grades. Relatively more work being done in lessons compared to last term.

The impact of intervention can be evidenced in progress from Autumn 2 to Spring 1 data.

Actions

1. Ensure that relative underperformance of some subjects (including A level Physics) is addressed through management action – re-allocation of staff; close monitoring of assessment data; regular learning walk scrutiny; CPD; additional resources or teaching strategies
2. Introduce second Intervention programme centred on students one or more grades below target. Collation of evidence of impact

3. Targeted work in support of groups currently or at risk of underperforming: for example girls group; motivational course for BME boys through Lambeth Careers Cluster.

Effectiveness of leadership and management

Systems for safeguarding students are strong. The single central register is updated with vetting checks complete. The site is secure, with visitor entry controlled. Potential safeguarding issues are assessed and dealt with appropriately and quickly by the pastoral team and the Designated Safeguarding Lead.

A fire safety audit has been completed with the overall risk rated at Medium, in line with other schools. Action points have been identified and have been addressed where possible within the constraints of the temporary accommodation. A health and safety audit has also been completed, again with action points being addressed within a positive overall judgement. No health and safety issues have been reported. There have been no accidents or injuries on site.

Student supervision is effective. Staff duties are timetabled in order to secure sufficient supervision at break times. Lunch supervision relies on voluntary duties supported by the provision of staff lunches. All staff both teaching and support have opted in, resulting in both a strong community 'feel' at the UTC and high levels of supervision for students.

The pastoral system is working very well. Centrally planned content is delivered by coaches every day as part of a planned programme. This enhances all students' understanding of the UTC's vision and values; reinforces the healthy competition and company structure; builds in reflection and self-review; develops students' critical thinking skills and gives an opportunity for some mentoring and peer support. A quiz has been incorporated into Friday sessions, led by Year 12 Directors. Literacy, numeracy and SMSC content is delivered on a carousel on Wednesdays.

Pastoral leaders are working effectively to deliver high quality pastoral care. An inexperienced team but with strong soft and life skills is developing quickly. Students feel safe and feel happy to discuss issues with the team which includes a team of coaches. An academic coaching day, designed to maximise the impact of the pastoral input is planned for 28th March.

Student Voice systems are working well, with student decision-making integral to UTC improvement planning. Each company has a well-established board of directors with CEO and COO positions in leadership. Students are deployed in key positions, for example in specialist mentoring roles.

Line and performance management structures are working effectively, as are CPD sessions run as part of a programme to develop and retain staff. A bespoke

programme to support trainee teachers in recognition of additional support required in their development.

The UTC's three year strategy has been updated along with the self-improvement plan. This is used to inform the structure of SLT meetings, which are efficient and effective.

Marketing and recruitment

The UTC has a published marketing strategy which is being overseen strategically by the Principal and operated by the Communications Manager. A wide range of marketing activity has been undertaken in order to improve the visibility and awareness of the UTC and to directly feed into student applications for 2017-18 entry.

A brief outline of a range of strategies is below including impact and cost:

Activity	Impact	Cost	Notes
Open mornings every Thursday	Medium	Low	Work well but hard to predict numbers
Open events at UTC	Medium – High	Medium	Costly in terms of staff time
Bus back advertising	Low-medium	High	Limited impact in isolation; useful profile-raiser
Public careers events	Medium – High	Low	Potentially high impact although often with future cohorts – 2018 Year 12 for example
Video wall in retail	Low – Medium	High	Poor locations initially; potentially useful
Prospectus redesign and circulation	Medium	Medium	Has been impactful in certain places
Website updates	Medium – high	Low	A high proportion of applicants find the UTC through an online search
Flyer distribution	Low – medium	Low - Medium	Can work effectively if planned well: location and timings critical

Newsletters	Medium	Low	Good for 'keep warm' activity
Links with careers advisors	Medium – high	Low	Impactful in multiplying the UTC's message
Assemblies and open events in schools	High	Low	Very effective; very hard to reach Year 9
Referral scheme	Medium	Medium	Can yield additional applicants from feeder schools
Social media	Low	Low	Hard to reach target demographic

The highest impact is gained through access to schools. We have been successful in meeting students at a number of schools, with more engagements scheduled with new partners including Trinity, Harris Academy Merton and Ernest Bevin.

New legislation means that all local authorities in London have been instructed to promote institutions offering non-traditional intake points (including UTCs) within a reasonable travelling distance. In practice, this means that most LAs in London will be writing to the families of Year 9 children informing them of South Bank Engineering UTC. The impact in terms of student numbers will be shared in future reports. There is a potential for the letters to be highly impactful. If this initiative fails to generate an increase in Year 10 applications, significant marketing activity will be undertaken centring on a targeted mailshot to the families of Year 9 students in Lambeth, Southwark, Wandsworth and Lewisham in tandem with a further series of open events and activities along with promotional activities.

Student applications:

Year 10: 12

Year 12: 152 (now notionally oversubscribed)

Total: 164

Year 12 applications, while over the PAN, will continue to be accepted in an 'overbooking' system, with 250 applications a target. This is to anticipate an attrition in student numbers from students either electing to take places elsewhere or by failing to achieve minimum entry grades. Application gender balance is encouraging and currently stands at 28% girls, against 26% in 2016 and 6% across the engineering sector as a whole.

	CONFIDENTIAL
Paper title:	Update on new assessment system
Board/Committee:	South Bank Engineering UTC Local Governing Body
Date of meeting:	15 March 2017
Author:	Dan Cundy, Principal
Purpose:	To discuss
Recommendation:	To provide information on the school and prompt questioning from the local governors.

Executive Summary

The report provides an overview of the assessment systems for year 10 and 12, and the frequency of internal assessments held at UTC.

Year 10

Assessment at GCSE has changed recently. The previous grading system using A*-G grades, with C grade being considered a basic Pass, has been superseded by a new numerical system from 9-1, with a grade 5 likely (although not certain) to be considered a Pass grade. The new system does not map onto the old: a grade 5 for example represents the top 1/3 of a C grade and the bottom 1/3 of a B grade.

Over a similar timeframe, previous methodologies for assessing performance in Key Stages 1-3 which had involved National Curriculum levels, was removed, without a replacement system being prescribed. This gave schools freedom to choose their own assessment models, but introduced difficulties in comparing performance between schools. At the end of Key Stage 2, points scores are now recorded in English and maths assessments, rather than levels.

Previously, levels at the end of Key Stage 2 were used to set targets for the end of Key Stage 4. For example a student with a level 4 making expected progress over Key Stages 3 and 4 would be targeted to achieve a C grade, or a B grade by making more than expected progress. With levels gone and A*-G grades replaced, a new model for target setting was needed.

At the UTC we have adopted a model used by Lancashire schools, whereby Key Stage 2 fine scores for individual students are used to generate GCSE 9-1 target grades built on an expectation of strong progress over the two key stages. These targets are split into Minimum Expected and higher, aspirational Stretch targets.

Across classes and subjects, these individual targets are aggregated and used to generate Minimum Expected average GCSE points score targets. Additional targets for the proportion of students achieving grades 5+ are also prominent in the UTC as Year 12 entry is contingent on meeting minimum performance thresholds. Subject targets are aggregated to create Attainment 8 scores.

BTEC uses a different grading scale based on Pass, Merit and Distinction grades, for which ME and stretch targets are also set based on Key Stage 2 data.

One challenge with GCSEs is that many of the specifications are new, and in their first or second year of teaching. There is a comparative lack of guidance, support and shared expertise in relation to previous well-established specifications. This means that more than ever, standardisation of assessments is crucial to ensure that collected data is robust and accurate. Partnerships with City Heights, Dunraven and other schools are developing to achieve this.

Year 12

Year 12 assessment is more straightforward in many ways than Year 10. Students are set targets based on their GCSE results. Using ALPS, which includes a dataset used by thousands of schools, targets are set for each A level or BTEC subject. Most A level subjects are more established than the new GCSEs, although new framework BTECs have been introduced for first teaching in 2016 with some lack of supporting resources and clarity.

Internal assessment

At the UTC, formal assessments take place half-termly, with data collected centrally through the Management Information System. As the recording system evolves, two sets of performance data will be recorded each half term: current performance and Professional Prediction. Current performance will be variable, as students' scores in individual topic assessments can fluctuate depending on the skills and knowledge tested. It is important not to attach too much weight to any individual assessment. Thus it is important to capture a more aggregate performance grade which extrapolates the range of assessment and performance data into a prediction of future outcomes. The risk with aggregate measures however are that they may reflect a high degree of subjectivity and uncertainty. Future analysis of performance data will build in more

- standardisation – making sure we are running common assessments with partner schools where possible
- moderation – working across networks to moderate marking to ensure accuracy reliability
- balance between performance in individual assessments and professional predictions

	CONFIDENTIAL
Paper title:	Self-Evaluation Form & 3 Year Strategy (2016-2019) report
Board/Committee	South Bank Engineering UTC Local Governing Body
Date of meeting:	15 March 2017
Author:	Dan Cundy, Principal
Purpose:	To discuss
Recommendation:	Local Governing Body to discuss UTC Self-Evaluation form, and 3 Year strategy report.

Self-evaluation form 2016-17

This document sets out the UTC's evaluation of its own performance. It follows a structure in line with the Ofsted inspection framework, 2016 version. Separate self-evaluation judgements are made against each of the following headings:

- overall effectiveness
- effectiveness of leadership and management
- quality of teaching, learning and assessment
- personal development, behaviour and welfare
- outcomes for pupils

The UTC uses the following four-point scale to make all evaluative gradings, including, in evaluating the effectiveness of the 16 to 19 study programme, with each grade broken into sub-grades a – top of the grade, b – middle of the grade, c – bottom of the grade:

- grade 1: outstanding
- grade 2: good
- grade 3: requires improvement
- grade 4: inadequate.

Overall Effectiveness

Self-assessment grade: 1 2a **2b** 2c 3a 3b 3c 4

Strengths

- *The quality of teaching and learning is at least good.
- *The curriculum is innovative, fit for purpose, in line with a clearly articulated vision and puts students' interests first
- *Partnerships and specialist, technical provision are highly effective
- *The quality of assessment is good.
- *The quality and efficacy of intervention is good and has impact in narrowing gaps.
- *Leadership and management is well-judged, impactful and effective
- *Expectations are consistently high
- *Progress and attainment are strong overall and fairly consistent between key groups
- *Staff are supported and developed in order to be effective
- *Student conduct is good, centred on high expectations grounded in the UTC's values
- *Deliberate and effective action is taken to promote pupils' spiritual, moral, social and cultural development and their physical well-being.
- *Cross-curricular and employability skills are developed well overall
- * Safeguarding is effective.

Areas for development

- *Further development of assessment and marking to ensure all students develop independence in order to drive progress
- *Further development and training of teaching staff so that teaching is habitually of a good standard and often excellent.
- *Further refinement of intervention and support packages to narrow gaps in performance
- *Further improvement of conduct and attendance/punctuality to reduce variation in performance
- *Further improve the delivery of cross-curricular skills

Effectiveness of leadership and management

Self-assessment grade: 1 2a **2b** 2c 3a 3b 3c 4

Strengths

- Culture of high expectations linked to pathways and next steps permeates UTC, rooted in strong, clearly communicated vision and values. *Evidence: vision and values reinforced through virtual assemblies and pastoral programme as well as through lessons. Pathways brokered with employer and university partners; students well-prepared for next steps with high expectations of themselves.*
- Positive relationships between all stakeholders. *Evidence: all sponsors and partners positively engaged through projects and other activities. Staff, student and parental relationships positive and productive.*
- Culture of respect and tolerance. *Evidence: incidents related to intolerance are isolated and rare.*
- High quality CPD is targeted to need and is developmental for staff. *Evidence: CPD programme is valued by staff, develops skills and capacity in areas identified through needs analysis.*

- Teaching is consistently at least good overall, with any pockets of inconsistency or weakness identified and addressed quickly and effectively. *Evidence: strong programme to monitor quality of teaching, linked to effective line management, underpinned by rigorous appraisal system.*
- Strong governance, with well-trained governors holding leaders to account for all aspects of the UTC's performance. *Evidence: governing board engaged and appropriately trained with range of skills; effective balance between support and challenge*
- Curriculum choice supports good progress eg BTEC for kinaesthetic learners. *Evidence: range of pathways at KS5 including 'academic' and 'technical'. Mix of traditional and technical courses for all learners at levels 2 and 3. Strong applied and contextual dimension to learning.*
- Curriculum contributes to students' behaviour and welfare, and fosters students' spiritual, moral, social and cultural development. *Evidence: SMSC developed through all curriculum delivery including CPD and pastoral programme.*
- British values actively promoted through pastoral programme and elsewhere. *Evidence: pastoral programme in particular focusing on development of British values including tolerance, democracy, fairness, rule of law etc.*
- Equality of opportunity actively promoted: positive school culture. *Evidence: values-driven curriculum with public positive celebration of success; equality of opportunity engendered by removal of barriers to learning eg home situation, access to technology.*
- Leaders and staff take action to identify and support students who may be at risk, reporting concerns as appropriate to ensure safeguarding is effective. *Evidence: effective internal systems in operation to report concerns to non-teaching pastoral team with the capacity and expertise to make well-judged and timely interventions.*
- Students are protected from radicalisation and extremism – staff are trained, competent and confident to encourage open discussion. *Evidence: all staff received Prevent training within safeguarding training; relevant policies publicised and discussed. Theatre visits to develop students' ability to recognise risks and triggers to extremism.*

Areas for development

- Limited impact of performance management demonstrated to date: to be developed from mid-session reviews.
- Limited evidence of impact of pupil premium funding: gaps narrow but based on small cohort. Intervention to be evaluated.
- SMSC programme to develop in coherence and to link to half-termly themes.

Quality of teaching, learning and assessment

Self-assessment grade: 1 2a **2b** 2c 3a 3b 3c 4

Strengths

- Teachers plan effectively and this helps students learn well. *Evidence: learning walks, lesson observation data indicate planning in line with exam board specifications and long-term sequences of learning. Student feedback is positive.*
- Time in lessons is used productively. *Evidence: observation data indicates no lessons highlight pace as an area for development. Students transition between lessons quickly.*
- Students focus well on their learning because teachers reinforce expectations for conduct *Evidence: issues with poor conduct and motivation are uncommon. Systems are clear and well-understood, with reward outweighing sanction.*

- Clear tasks are set which challenge students. *Evidence: tasks set are related closely to syllabus requirements including in technical subjects. Challenge is a feature of many lessons.*
- Teachers plan to consolidate and deepen students' knowledge, understanding and skills. Time is given to review. Teachers identify those who fall behind and intervene quickly. *Evidence: curriculum planning allows more time than in other schools to consolidate learning. Intervention is effective in improving the performance of targeted students, with support staff deployed effectively.*
- Teachers give feedback in line with assessment policy. Pupils know how to improve and use feedback well. *Evidence: marking is often effective.*
- Teachers develop literacy, numeracy and SMSC across the curriculum to good effect. *Evidence: cross-curricular themes are delivered in all subject areas.*
- Teachers expect all students to demonstrate positive attitudes to their work, with an impact on progress. *Evidence: high expectations evident in all lessons in line with vision and values.*
- Pupils are developing the capacity to learn from their mistakes and most commit to improving their work. *Evidence: students show increasing ability to respond to feedback and demonstrate independence and skill in order to make accelerated progress*
- Teachers challenge stereotypes, such as gender roles in the workplace. *Evidence: strong evidence of positive challenge to gender stereotypes, especially women in engineering*

Areas for development

- Teachers do not always plan learning which sustains students' interest and challenges their thinking – planning needs further development in some areas, especially in courses with new specifications
- The impact of independent study is variable, although it can be used highly effectively
- The accuracy and quality of feedback to parents is yet to be thoroughly analysed
- Lack of experience and system expertise in delivery of new specifications leads to uncertainty in planning compounded by lack of resources.
- There is a lack of challenge in some lessons for some learners: for example the more able Year 10 cohort are making less than expected progress.
- Marking policy requires further development and review to ensure that all marking is powerful and timely.
- SMSC programme to develop in coherence, with staff improving expertise.

Personal development, behaviour and welfare

Self-assessment grade: 1 2a **2b** 2c 3a 3b 3c 4

Strengths

- Students are confident and self-assured learners. They have good attitudes to learning which impacts positively on their progress. *Evidence: incidences of poor conduct and negative attitudes are uncommon; significant disruption is very rare*
- Students are proud of their achievements and proud of their UTC. *Evidence: survey data is positive from students; students respond well to challenge with regard to reputation and profile building*
- Conduct is generally good and in line with UTC values. *Evidence: students understand and make personal investment in UTC values including the development of independence and employability skills*
- Students understand how the UTC is preparing them with the behaviours and attitudes necessary for success in their next steps. *Evidence: students are able to articulate how expectations are linked to skillset required in the professional workplace; students receive positive reinforcement from sponsors and employer partners*

- Pupils value their education and have high attendance rates, with no key group significantly underperforming the national average. *Evidence: weaker in this area as a small number of individuals skew the average. However vast majority of students attend very well.*
- The conduct of students with SEN is good. *Evidence: student with EHCP has exemplary conduct; other SEN students broadly conduct themselves well.*
- Students work hard to prevent bullying, with the outcome that bullying in any form is rare. *Evidence: bullying is very rare, with consistently harmonious community.*
- Staff and students deal effectively and appropriately with rare instances of bullying behaviour and prejudice, along with the occasional use of inappropriate language. *Evidence: isolated incidences of inappropriate language or conduct are reported to staff, with students confident in swift and fair resolution*
- The UTC promotes students' welfare effectively. Students feel safe and understand how to keep themselves and others safe. *Evidence: student surveys articulate that they feel safe; CPD and other input has developed understanding of how to stay safe, for example in their online behaviour.*
- Students can explain how to keep themselves healthy. They make informed choices around diet and lifestyle and are aware of how to keep themselves safe online. *Evidence: catering company workshops to highlight healthy choices; fruit and water options promoted by UTC.*
- Students' SMSC development enables them to be thoughtful, caring and active citizens. *Evidence: critical thinking skills actively developed through pastoral programme; active citizenship build through primary school links, partnership work and enrichment eg DofE*

Areas for development

- High quality, impartial careers advice is not fully in place although the UTC is aiming for Investors in Careers status and has had meaningful engagements with employer partners
- Incidents of low-level disruption are uncommon but not rare, with some vulnerable/challenging students with complex needs in Year 10
- Lateness is not yet good, especially amongst particular students
- Persistent absence is too high and attendance overall below target, although most PA is related to authorised medical and bereavement

Outcomes for pupils

Self-assessment grade: 1 2a **2b** 2c 3a 3b 3c 4

Strengths

- Pupils read often with fluency and comprehension in line with age and expectations. *Evidence: significant focus on cross-curricular literacy and extended reading across all subjects developing*
- Assessment and lesson observation data indicates that most groups of students are making significant progress in all subject areas. *Evidence: performance data is positive for all subjects with very few exceptions; group performance is positive in most cases including for boys, girls and key ethnic groups.*
- Observation data indicates that progress in English and maths is strong *Evidence: progress in English and maths is strong overall with levels of attainment close to targets.*
- Students in many respects are well prepared for their next steps through the 'value add' of the UTC curriculum *Evidence: some exceptional experiences for students including employer projects, site visits, work experience, careers guidance, masterclasses and workshops all add considerable value to UTC offer*

- Students with SEN are supported effectively to make progress *Evidence: SENCO having impact with identified students, including EHCP student performing well.*
- Effective intervention is in place narrowing the performance gap of indentified students. *Evidence: student performance data; narrowing gaps.*

Areas for development

- Ensure that student outcomes do not experience a 'dip' closer to exams
- Narrow the gaps between groups further, through intervention and support, especially with more able students
- Further target intervention towards disadvantaged students to ensure a zero/positive gap to targets
- Target support and management activity to pockets of underperformance
- Reading tests have yet to be conducted in order to inform intervention where required
- Students are yet to be fully prepared for their next steps as CEIAG programme is not yet fully formed.

The effectiveness of 16-19 study programmes

Self-assessment grade: 1 2a **2b** 2c 3a 3b 3c 4

Strengths

- Leaders have high expectations of learners. Provision is good and outcomes are strong at Key Stage 5. *Evidence: performance data indicates outcomes in line with targets in most instances*
- Leaders plan, manage and evaluate study programmes so that learners undertake high quality, challenging learning. *Evidence: rigorous and well-planned curriculum in place with students' needs foremost*
- The curriculum prepares students well for future employment. *Evidence: curriculum future-focused and innovative, developing employability skills with the addition of professional qualifications*
- Learners without GCSE A*-C in English or maths follow appropriately tailored courses. *Evidence: English and maths re-take GCSE courses in place. Core Level 3 maths in place for C grade students.*
- Assessment enables learners to make substantial progress. *Evidence: assessment programme generates accurate summative data and enables formative activity to drive progress*
- Teaching is high quality and supports all learners. *Evidence: teaching is effective in all subject areas, with students supported well to narrow gaps*
- Learners feel safe, are thoughtful and respectful citizens with excellent interpersonal skills. *Evidence: focus on values and active development of citizenship and communication skills including opportunities for teamwork.*
- Learners who fall behind are given successful intervention and support to catch up. *Evidence: intervention process is robust and grounded in accurate data; intervention communicated and actioned consistently.*

Areas for development

- Evidence is lacking to show that retention rates are high
- Impartial careers advice is not yet fully in place despite successful initiatives
- Destinations data is not yet available to indicate movement onto next steps
- Evidence is lacking that level 3 qualifications deliver high levels of value added

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3 Year Strategy. 2016-2019

Contents:

1. Executive Summary
2. Three Year Strategic Focus Areas
3. **Strategic Focus 1 – Offer an outstanding education with high academic standards in a technical context**
4. **Strategic Focus 2 – Recruit, develop and retain excellent staff**
5. **Strategic Focus 3 – Maintain financial sustainability**
6. **Strategic Focus 4 – Foster Strong and Progressive Partnerships**
7. Overall Transformation Plan
8. Central Risk Log

Page 37

1. Executive Summary

1.1. Purpose

The purpose of this document is to enable the leadership group, staff, governors and trustees at South Bank Engineering UTC to be able to plan strategically beyond the conventional annual cycle based on examination outcomes. This longer-term strategic planning over three years will form the basis for each annual UTC Improvement Plan (UIP). The three year strategy itself is unlikely to change substantially in form other than the Strategic Priorities, which will be updated annually in the light of performance over time.

This three year strategy document has been produced initially by Dan Cundy, Principal, but will be further developed with the collaboration of trustees, governors and the SLT. All staff will be given the opportunity to contribute their views to the document and to shape the UIP.

1.2. Overview

This document outlines each of the four main Strategic Focus areas. Under each Strategic Focus area is a series of priorities along with outline Key Performance Indicators (KPIs). Each strategic priority is tied to two targets, set and agreed by governors and the Principal, both at Base and Stretch level. The Stretch target is the level to which the UTC will aspire to perform over the three year period: it is unlikely that any Stretch target is achieved in the first year.

1.3. Summary

The four Strategic Focus areas are

1. Offer an outstanding education with high academic standards in a technical context
2. Recruit, develop and retain excellent staff
3. Maintain financial sustainability
4. Foster strong and progressive partnerships

2. 3 Year Plan Strategic Focus Areas

This section of the 3 Year Strategy provides an overview of the key Strategic Targets that have been set and are to be delivered against over a 3 Year period starting in September 2016. These are set to define, support and foster the desire of South Bank Engineering UTC and the learning facility that it wishes to grow to.

Four key Strategic Targets have been set in order to support the progression of South Bank Engineering UTC:

Target	Description
Strategic Focus 1 – Offer an outstanding education with high academic standards in a technical context	To be outstanding in our terms we must ensure that all students make strong academic progress and develop a high level of technical understanding and skill. The objective of this outstanding education is to ensure every student has the qualifications, skills and attributes to succeed in their chosen pathway, with pathways brokered by the UTC.
Strategic Focus 2 – Recruit, develop and retain excellent staff	In order to meet Target 1 the UTC is going to need to build an environment that attracts, challenges, supports, develops and retains very high quality staff. Much work in this area will be focused on linking high effective line management with rigorous performance management and high quality, personalised CPD.
Strategic Focus 3 – Maintain financial sustainability	In order to ensure that Target 1 and 2 can be achieved the UTC must operate in a viable financial climate. This will be a challenge in the national and local context, with the challenge growing over time. Key to the UTC's success here is student recruitment.
Strategic Focus 4 – Foster Strong and Progressive Partnerships	The final target will be focused on building, nurturing and growing strong and progressive partnerships with university, employer, government and third sector organisations both locally and beyond. This will enable the UTC to deliver an innovative, future-focused offer with strong pathways.

3. Strategic Focus 1 – Offer an outstanding education with high academic standards in a technical context

3.1. Objectives

The below outlines the objectives that have been set in order to support achieving Strategic Focus 1 **Offer an outstanding education with high academic standards in a technical context**

1. Achievement of judgement of at least Good in mock Ofsted inspection in each year

2. Progress is strong: no significant group underperforming the national average, including pupil premium
3. The curriculum and timetable more widely are designed to maximise opportunities to develop students' technical skills and capabilities 4.
4. The 6th form is excellent

3.2. Key Performance Indicators

The below demonstrates the key metrics/measurements that will be used to assess UTC progress against the aforementioned objectives:

Objective	Strategic priorities	Key Performance Indicators (KPI)	Target Base	Target Stretch
1. Achievement of judgement of at least Good in mock Ofsted inspection in each year	a) Outcomes: National averages for A levels and BTEC Level 3 are exceeded b) Outcomes: The proportion of students making expected and more than expected progress in maths and English is well above national average c) Outcomes: Progress 8 measures are above national levels d) Leadership and management are outstanding e) Personal development, behaviour and welfare are outstanding	<i>-Key Stage 5 results</i> <i>-Progress KS2-4</i> <i>-Progress 8 data</i> <i>-Progress at Key Stage 5</i> <i>-Impact of leadership and management</i> <i>-Student behavior and attendance</i>	-100% A level and BTEC Pass; 10% A*/A/Dist grades -Progress 8 score 0.1 -Positive progress measure KS5 -94% attendance -Exclusions below national average -Behaviour is consistently good	-100% A level and BTEC Pass; 10% A*/A/Dist grades -Progress 8 score 0.3 -KS5 progress in line with top 25% -95% attendance -Exclusions half of national average -Behaviour is consistently exemplary

<p>2. Progress is strong: no significant group underperforming the national average, including pupil premium</p>	<p>a) Curriculum model is such that students are able to make outstanding progress b) Baselineing, target-setting and assessment are robust and accurate and lead to impactful interventions where needed c) Pupil Premium and other funding (via PP Strategy) is used effectively to lever progress d) Projects developed to target specific identified groups (such as White British for example), using internal resources and external partners.</p>	<p><i>-Assessment data to indicate attainment and progress by group including Pupil Premium</i> <i>-Accuracy of predictions</i> <i>-Impact of interventions</i> <i>-Value for Money (VfM) judgements</i></p>	<p>-Progress exceeds min exp targets for most subjects -Predictions of outcomes are within 10% of actual for all subjects -Intervention outcomes such that performance of all key groups within 10% of target -At least two external partners providing intervention</p>	<p>-Progress exceeds min exp targets in all subjects -Predictions of outcomes within 5% of actual for all subjects -Intervention outcomes such that performance of all key groups within 5% of target -At least three external partners providing intervention</p>
<p>3. The curriculum and timetable more widely are designed to maximise opportunities to develop students' technical skills and capabilities</p>	<p>a) Students are all able to demonstrate the skills and attributes to make them 'employable' b) Students all demonstrate technical capability in engineering c) Students all learn technical skills leading to accreditation and qualifications d) Employer projects cross-fertilise the taught curriculum</p>	<p><i>-Destinations data</i> <i>-Pathways into sponsors and partners</i> <i>-Success in technical qualifications (BTEC)</i> <i>-Professional qualification achievement</i> <i>-Employer project structures and cross-fertilisation opportunities</i></p>	<p>-0% NEET in a typical year -BTEC pass rate above target and above national levels; -Most students achieve professional qualifications -Employer projects all rated 'good' or</p>	<p>-0% NEET in any year -BTEC pass, merit and distinction rate above target and above national levels; -100% of students achieve professional qualifications -Employer projects all rated 'good' or better by students with 50%</p>

			better by students	outstanding
4.The 6 th form is outstanding	<p>a) Ensure there is no 'quality gap' in 6th form teaching</p> <p>b) Ensure staff have knowledge, skills and capacity to deliver across the suite of qualifications</p> <p>c) Cross-curricular skills are delivered consistently and effectively</p> <p>d) The 6th form becomes an oversubscribed and vibrant offer</p>	<p><i>-Attainment and progress data at student level</i></p> <p><i>-ALPs data at subject level</i></p> <p><i>-Destinations data including access to higher education and Russell Group universities</i></p> <p><i>-Retention figures</i></p> <p><i>-Applications and offers for 6th form</i></p>	<p>-Attainment meets targets for 90% of students in Year 13</p> <p>-ALPS data above national average overall</p> <p>-Observation data as strong in 6th form as lower school</p> <p>-Retention figures above national averages</p>	<p>-Attainment meets targets for 95% of students in Year 13</p> <p>-ALPS data one grade above national average overall</p> <p>-Observation data as strong in 6th form as lower school</p> <p>-Retention figures above national averages</p>

4. Strategic Focus 2 – Recruit, develop and retain excellent staff

The below outlines the objectives that have been set in order to support achieving Strategic Focus 2 **Recruit, develop and retain excellent staff**:

1. Attract high quality staff, both in teaching and support roles
2. Ensure all staff work effectively in support of the UTC's objectives and in sympathy with its values
3. Ensure teaching shows the highest possible degree of expertise including accuracy of prediction and assessment
4. Ensure quality assurance of teaching and learning is robust and linked to high quality CPD
5. Secure excellent retention rates of staff, including providing career development opportunities

4.1. Key Performance Indicators

The below demonstrates the key metrics/measurements that will be used to assess academy progress against the above objectives:

Objective	Strategic priorities	Key Performance Indicator (KPI)	Target Base	Target Stretch
1. Attract high quality staff, both in teaching and support roles	a) Build an effective recruitment strategy to secure the best and largest possible fields for interview b) Ensure the UTC is able to articulate powerful reasons to join the staff c) Explore innovative, non-traditional routes into the UTC via apprenticeships for example d) Ensure staffing model is highly effective at generating positive	<i>-Quality of staffing</i> <i>-Suitability of staff skillsets</i> <i>-Recruitment channels for staff</i> <i>-Staff model adding value</i>	-All roles attract at least two applicants -All subjects are staffed by specialists -Teaching staff lower cost than Lambeth average -Average cost of recruitment lower than TES -No staff with	-All roles attract at least three applicants -All subjects are staffed by specialists -Teaching staff 5% lower cost than Lambeth average -Average cost of recruitment 10% lower than TES -No staff weaker than

	outcomes		performance concerns	'good' on average
2. Ensure all staff work effectively in support of the UTC's objectives and in sympathy with its values	<p>a) Strong staff training pre-opening to</p> <ul style="list-style-type: none"> -communicate objectives and values -secure buy-in from all staff -indicate how effective operation will be articulated <p>b) Introduce systems of effective line management to develop and support staff, linked to objectives</p> <p>c) Introduce systems of effective appraisal and performance management linked to pay and progression, linked to objectives which are cascaded logically from whole-school to individuals.</p>	<ul style="list-style-type: none"> -<i>UTC meets its objectives both short and medium term</i> -<i>Staff operate in a manner in line with UTC values as a matter of course</i> -<i>Quality and personalization of line management</i> -<i>Performance management impact and outcomes</i> 	<ul style="list-style-type: none"> -100% of CPD is graded 'good' or better -100% of staff operating UTC systems -100% of staff targets follow central model -100% of staff effectively managed as judged by internal review 	<ul style="list-style-type: none"> -100% of CPD is graded 'good' or better -100% of staff operating UTC systems -100% of staff targets follow central model -100% of staff effectively managed as judged by internal review
3. Ensure teaching shows the highest possible degree of expertise including accuracy of prediction and assessment	<p>a) Introduce rigorous and regular quality assurance system for teaching staff to include both observation of T&L and data analysis</p> <p>b) Implement regular scrutiny of assessment in various forms</p> <p>c) Monitor and evaluate accuracy of prediction; introduce moderation and standardization procedures with external partners in support</p>	<ul style="list-style-type: none"> -<i>Quality of teaching</i> -<i>Accuracy of predictions</i> -<i>Range, quality and consistency of assessments</i> -<i>Effectiveness of standardization and moderation across teams</i> 	<ul style="list-style-type: none"> -All teaching is 'good' or better -Assessments shown to be accurate and effective -Standardisation and moderation in place across all departments 	<ul style="list-style-type: none"> -All teaching is 'good' or better -Assessments shown to be accurate and effective -Standardisation and moderation in place across all departments

<p>4. Ensure quality assurance of teaching and learning is robust and linked to high quality CPD</p>	<p>a) Rigorous QA of teaching which both generates high quality developmental feedback and also generates performance data b) Analysis of performance data to ensure CPD is appropriate and targeted to need c) High quality CPD programme throughout the year</p>	<p><i>-Quality of teaching data</i> <i>-CPD programme</i> <i>-Impact of CPD programme through evaluation data</i></p>	<p>-All staff show improvement in their teaching -100% of teachers positively link CPD to QoT -CPD programme is linked to need according to internal review data -100% of CPD sessions are judged 'good' or better by staff</p>	<p>-All staff show improvement in their teaching -100% of teachers positively link CPD to QoT -CPD programme is linked to need according to internal review data -100% of CPD sessions are judged 'good' or better by staff; 33% outstanding</p>
<p>5. Secure excellent retention rates of staff, including providing career development opportunities</p>	<p>a) Greater recognition and reward for staff performing well – bonus structure b) Strong internal systems to recognise and develop talent c) create retention plans and career development pathways d) Ensure very high quality, targeted CPD for all staff, both teaching and support.</p>	<p><i>-Retention rates in relation to London average</i> <i>-Internal promotions</i> <i>-Range of retention strategies</i> <i>-High quality, personalised professional development</i></p>	<p>-Teaching staff turnover rate 10% lower than London average -A range of retention strategies in place -CPD related to the needs of the majority of staff including all teaching staff</p>	<p>-Teaching staff turnover rate 50% lower than London average -A wide range of retention strategies in place -CPD related to the needs of 100% of staff</p>

5. Strategic Focus 3 – Maintain financial sustainability

The below outlines the objectives that have been set in order to support achieving Strategic Focus 3 of **Maintain Financial Sustainability**

1. Meet PAN in each cohort each year
2. Low Cost and Cost Transparency
3. Increase Revenue through different revenue streams
4. Efficient use of resources to drive impact in student progress and more widely

5.1. Key Performance Indicators

The below demonstrates the key metrics/measurements that will be used to assess academy progress against the aforementioned objectives:

Objective	Strategic priorities	Key Performance Indicator (KPI)	Target Base	Target Stretch
1. Meet PAN in each cohort in each year	a) Clear and appropriate marketing strategy, grounded in evidence, is devised with clear messaging of strong vision b) Effective multi-channel marketing and events raise profile of the UTC c) UTC presence at an increasing number of schools at Post-16 events, options evenings etc. d) Meetings with applicants and 'keep warm' activities to minimise	<i>-Evidence-based marketing strategies</i> <i>-Range of channels utilised</i> <i>-Increased number of schools visited including increased number of Year 9 cohorts</i> <i>-Range of effective keep warm activities</i> <i>-All applicants met by SLT soon after applying</i>	-Increasing range of recruitment channels used -Increasing number of Year 9 families directly engaged -At least three 'keep warm' events per year -All applicants	-Increasing range of recruitment channels used, all offering positive impact and value for money -Increasing number of Year 9 families directly engaged – 10% per year

	attrition.		invited to interview	-At least four 'keep warm' events per year -All applicants invited to interview; 75% attendance
3. Increase Revenue through different revenue streams	a) Increase lettings revenue, involving partners where possible b) Develop apprenticeship offer c) Explore sources of other revenue – products, services, consultancy d) Increase sponsorship revenue both in cash terms and 'benefit in kind'	- <i>Lettings revenue</i> - <i>Apprenticeship pathways offered</i> - <i>Revenue generated through extended offer</i> - <i>Increased benefit to UTC of sponsorship</i>	-£5000 per year in external lettings revenue -Apprenticeship programme operational with one partner -Sponsorship of at least one event/activity	-£15000 per year in external lettings revenue -Apprenticeship programme operational with three partners -Sponsorship of at least three event/activity
4. Efficient use of resources to drive impact in student progress and more widely	a) Regular, accurate evaluation of efficiency in terms of value for money b) Expenditure benchmarked against student impact, to inform spending decisions c) Staffing model is built on high-impact, low cost principles d) Efficiency savings are maximised wherever possible, through shared provision and service-level	- <i>Value for Money (VfM) evaluations</i> - <i>Spending decisions benchmarked against impact</i> - <i>Staffing model adapts to changing needs remaining highly efficient</i> - <i>Intelligent use of shared services and SLAs brings efficiency savings</i>	-Curriculum and staffing model analysis in place annually -Shared services run efficiently and cost effectively -Trust level support offers positive impact and good value	-Curriculum and staffing model analysis in place twice annually -Shared services run efficiently and cost effectively -Trust level support offers positive impact and good value for

	agreements with partners for example.		for money by internal review -Staffing model is cost-effective and efficient	money by internal review -Staffing model is cost-effective and efficient
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6. Strategic Focus 4 – Foster strong and progressive partnerships locally and beyond

The below outlines the objectives that have been set in order to support achieving Strategic Focus 4 of **Foster Strong and Progressive Partnerships Locally and Beyond**:

1. Mutually beneficial partnership between South Bank Engineering UTC and other schools
2. Build strong and beneficial relationships with local communities
3. Build positive collaborations across the UTC network
4. Strong and beneficial links with an increasing range of partners from industry in engineering and more widely
5. Build university links with LSBU and beyond
6. Build successful International links
7. Ensure high levels engagement and involvement of parents/carers

6.1. Key Performance Indicators

The below demonstrates the key metrics/measurements that will be used to assess academy progress against the aforementioned objectives:

Objective	Strategic priorities	Key Performance Indicator (KPI)	Target Base	Target Stretch
1. Mutually beneficial partnership between South Bank	a) Build positive, professional relationships at SLT level with Lambeth and cluster schools both at	-Professional relationships at SLT level -Inter-school collaborations	-Professional links yield partnership work with three	-Professional links yield partnership work

Engineering UTC and other schools	<p>secondary and primary phase</p> <p>b) Build positive collaborations with local schools which are both mutually beneficial and sustainable</p> <p>c) Host events and give UTC expertise to enhance local offer; use these to improve relationships.</p>	<p><i>-Links both at primary, secondary and university</i></p> <p><i>-Impact of UTC activities on wider educational community</i></p>	<p>schools in two phases</p> <p>-Links with university impact on all UTC students</p> <p>-UTC able to evidence positive impact on wider community through range of activity</p>	<p>with five schools in two phases</p> <p>-Links with universities impact on all UTC students</p> <p>-UTC able to evidence positive impact on wider community through range of activity in range of channels</p>
2. Build strong and beneficial relationships with local communities	<p>a) Offer use of UTC expertise and facilities to local groups, such as professional qualifications to parents</p> <p>b) Harness nature of UTC and its students to add value to local community groups, such as enhancing local charity social media</p> <p>c) Build reputation and awareness of UTC in the local area by maximizing publicity for the UTC through shared activities and events</p>	<p><i>-Professional qualifications customers and outcomes</i></p> <p><i>-Impact of community initiatives</i></p> <p><i>-Reputational analysis</i></p> <p><i>-Range and nature of publicity</i></p>	<p>-Professional qualifications offered to external stakeholders</p> <p>-Community initiatives receive positive feedback</p> <p>-At least three positive press reports per year</p>	<p>-Professional qualifications achieved by external stakeholders</p> <p>-At least three community initiatives receive positive feedback</p> <p>-At least five positive press reports per year with no negative publicity in public domain</p>

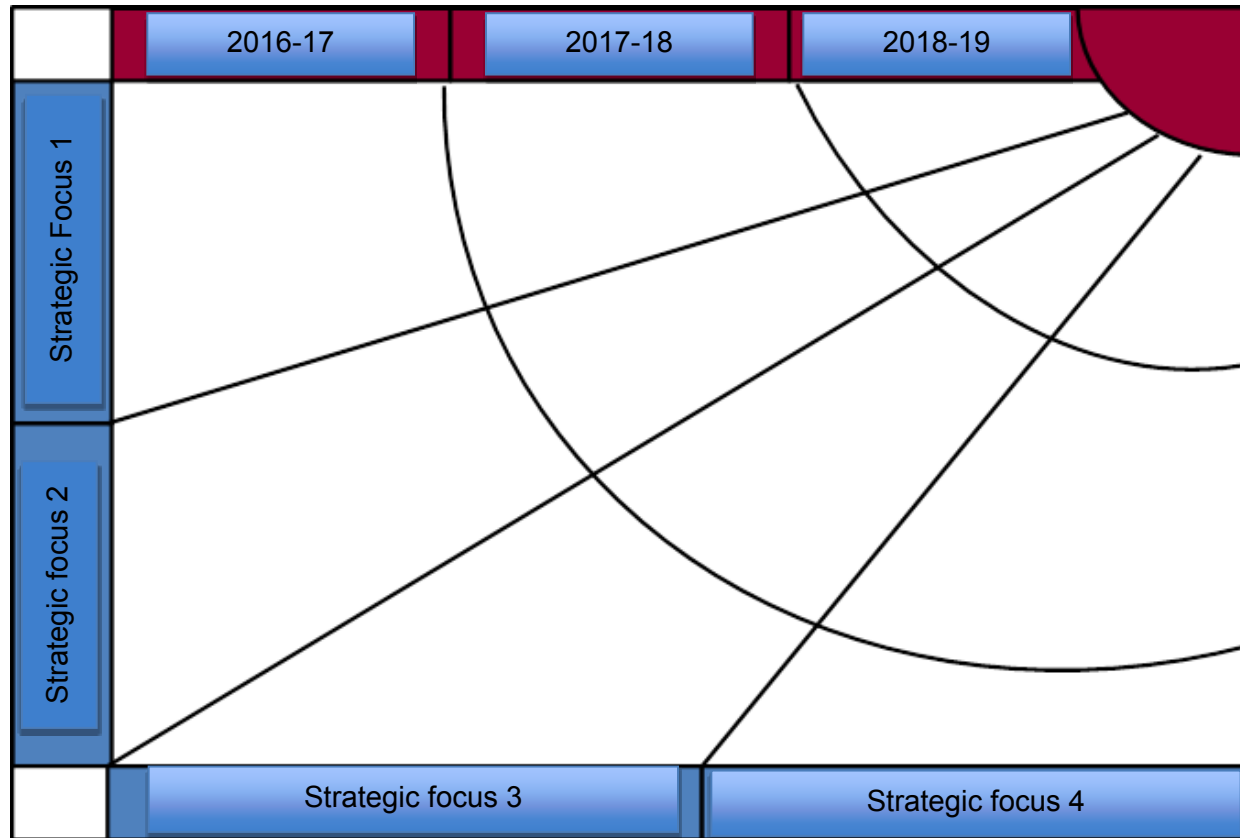
<p>3. Build positive collaborations across the UTC network</p>	<p>a) Develop collaborative and high-impact relationships with other UTCs, especially UTC Reading and London Design UTC to improve T&L b) Relationships generate efficiencies – for example in staff recruitment or marketing c) Develop and share products, services, collaborations and projects more widely</p>	<p><i>-Depth, breadth and impact of inter-UTC collaborations</i> <i>-Efficiencies generated through collaborations</i> <i>-Impact of wider development of products and services</i></p>	<p>-Evidence of positive collaborations with two other UTCs -UTC/BDT collaborations generate efficiencies or added capacity -Positive educational impact through UTC collaborations</p>	<p>-Evidence of positive collaborations with at least three other UTCs -UTC/BDT collaborations generate efficiencies and added capacity -Positive educational impact through at least two UTC collaborations</p>
<p>4. Strong and beneficial links with an increasing range of partners from industry in engineering and more widely</p>	<p>a) Existing sponsors all actively engaged with projects delivered b) Existing partners all actively engaged c) Range of new partners engaged in engineering and more widely d) Partnerships used to ensure strong and coherent CEIAG</p>	<p><i>-Sponsor engagements: range, regularity, depth, impact</i> <i>-Engagements from existing partners</i> <i>-Engagements from new partners</i> <i>-Number and type of new partnerships</i> <i>-Quality and impact of CEIAG</i></p>	<p>-100% of sponsors deliver employer projects annually -Existing partners all deliver input annually -At least two new partnerships developed per year -Investor in Careers Award achieved</p>	<p>-100% of sponsors deliver two+ employer projects annually -Existing partners all deliver 2+ inputs annually -At least three new partnerships developed per year -Investor in Careers Award</p>

				achieved -100% of students give positive feedback on CEIAG programme
5. Build university links with LSBU and beyond	<p>a) LSBU links are developed both in depth and breadth</p> <p>b) Further university links developed, including Russell Group and other London universities</p> <p>c) Links with students and academics developed, including mentoring and lectures</p> <p>d) UTC benefits from access to university resources</p>	<p><i>-LSBU engagements: range, regularity, depth, impact</i></p> <p><i>-Engagements with other universities</i></p> <p><i>-Academic links</i></p> <p><i>-Value-add from links including mentoring and access to resources and teaching spaces</i></p>	<p>-LSBU engagements develop in range and depth</p> <p>-Academic links at LSBU add educational value</p> <p>-100% of students have LSBU link</p> <p>-100% of students rate LSBU link as positive</p> <p>-Wider links developed with other including Russell Group universities</p>	<p>-LSBU engagements develop in range and depth</p> <p>-Academic links at LSBU add educational value</p> <p>-100% of students have LSBU link</p> <p>-100% of students rate LSBU link as positive</p> <p>-Wider links developed with other including Russell Group universities</p>
6. Build successful	a) International links developed at a	<i>-Impact of international links on UTC</i>	-Two	-Three

International links	student level b) Institutional links developed internationally	<i>-Wider benefits of links eg on cultural understanding, at student level</i>	international links in place -UTC students able to articulate benefits of links -Institutional international link in place	international links in place -All UTC students able to articulate benefits of links -Institutional international links in place including outside Europe
7. Ensure high levels engagement and involvement of parents/carers	a) High levels of engagement from parents/carers b) Range of engagement with parents/carers including input in UTC decision-making c) Use of innovative technology to remove barriers to engagement d) Use of resources including technology and staffing to remove language barriers	<i>-Attendance at parents' evenings</i> <i>-Proportion of parents/carers actively engaged with UTC</i> <i>-Impact of technology to increase range and types of engagements</i> <i>-Engagement of EAL parents/carers</i>	-100% of parents/carers positively engaged with UTC -Increasing use of multi-channel communication with parents/carers -Effective engagement with 100% of EAL families	-100% of parents/carers positively engaged with UTC -Increasing use of multi-channel communication with parents/carers including online -Effective engagement with 100% of EAL families

7. Improvement Plan Trajectory

The diagram below indicates how each target area feeds in to the overall transformation and development of the UTC over a three year cycle.



The UTC Improvement Plan will be produced annually using the 3 year strategy as its main source, allied to current performance data and the current stage of development of the UTC.

8. Challenges and Risks

- *'Fair funding' – a new formula to even out regional disparities in funding will impact Lambeth schools is a significant risk. It is highly likely that funding in Lambeth will be cut significantly, potentially impacting on the viability of the UTC and its technical, resource-intensive curriculum.*
- *Change in legislation may bring new pressures and accountability measures to bear, drawing capacity and focus from this strategic focus area.*
- *Change in Ofsted framework may mean a shifting in benchmarks and thereby make it more challenging to achieve an Outstanding judgement*
- *Lack of student data from previous schools means difficulty in meeting students' learning needs, slowing progress and impacting the effectiveness of community learning*
- *Underachievement at previous schools for Year 10 entrants results in challenge to secure good levels of progress; UTC held accountable for progress over two Key Stages despite only having input over one.*
- *Lack of understanding amongst Ofsted inspectors of UTC model - lack of EBacc offer at Key Stage 4 for example.*
- *Student numbers do not increase as planned*
- *Staffing challenges including high attrition rate*
- *Curriculum change including changes to specifications, content or assessment methodology*
- *Local context – demographics and capacity issues. For example, new free school provision adds capacity to the local market, leading to an oversupply of school places.*
- *Building completion dates slip, necessitating temporary accommodation, creating risks to the effective delivery of a UTC curriculum*
- *UTC brand suffers damage in the local market due to external factors, such as negative publicity attached to other London UTCs*
- *Sponsor and partner issues – reputational damage suffered as a consequence of events involving our sponsors for example*
- *Trust issues – lack of effectiveness or efficiency, leading to diseconomies of scale, poor value for money, lack of flexibility or governance issues, negatively impacting on outcomes at the UTC.*

	CONFIDENTIAL
Paper title:	January 2017 Finance management report
Board/Committee:	South Bank Engineering UTC Local Governing Body
Date of meeting:	15 March 2017
Sponsor:	CEO
Author:	Dan Smith, Business Manager
Purpose:	Information
Recommendation:	To provide information and prompt questioning from the committee

Executive Summary

The purpose of this report is to provide information to the South Bank Engineering UTC Local Governing Body on financial position of the UTC. This report has been discussed in detail at the UTC Finance and General Purposes committee meeting.

Information on the following is provided;

- Current forecast
- Revised forecast compared to budget
- Clawback provision
- Analysis of forecast income and expenditure
- Lead in Costs
- Capital Expenditure

The information should provide assurance of the UTC's financial position and future plans and also provide enough data for questioning.

The table below shows the current financial position for the financial and academic year 2016/17.

Current Forecast for Academic Year 2017 (as at 31/01/17)						
Percentage of Current Academic Year Passed: 42%						
Income	Current	Forecast	Budget	Variance	Current/Forecast %	Comment
GAG Income	522,616	1,163,501	1,163,501	-	45%	As per EFA schedule
Start Up Grants	229,500	229,500	229,500	-	100%	Start Up Grants Paid by December 16
Other Government Income	-	28,958	28,958	-	0%	Awaiting Pupil Premium & Top Up Funding
Other Income	2,898	30,397	30,397	-	10%	On target
Prospective Clawback	- 149,215	- 355,274	- 355,274	-	42%	Clawback reduced pro rata
Capital Grant	-	-	-	-		
Income Total	605,799	1,097,083	1,097,083	-		
Expenditure	Current	Forecast	Budget	Variance	Current/Forecast %	Comment
Teaching Salaries	238,500	586,324	586,324	-	41%	On target
Other Salaries	87,724	224,397	232,883	8,485.69	39%	On target
Other Staff Costs	2,253	18,925	18,925	-	12%	Recruitment Costs still to be paid
Building Maintenance & Occupancy Costs	3,710	36,486	36,486	-	10%	Awaiting Utility Bills
Curriculum Budgets	9,348	30,866	30,866	-	30%	On Target
Consultancy/Professional Services	12,896	34,500	34,500	-	37%	On target
Catering Costs	22,631	53,352	53,352	-	42%	On target
Exams	-	3,600	3,600	-	0%	Awaiting Exam season
IT Costs	7,258	15,000	15,000	-	48%	On target
Central Services	41,665	41,665	41,665	-	100%	Paid in full
Capital Costs	-	-	-	-	0%	On target
Other Costs	6,209	19,833	19,833	-	31%	On target
Expenditure Total	432,193	1,064,948	1,073,434	8,485.69		
Surplus/(Deficit)	173,606	32,135	23,649	8,485.69		

Notes:

Variance Column:

A positive number indicates a positive variance, this shows a better forecasted financial result against the original budget.

A negative (bracketed) number indicates an adverse variance, this shows a poorer forecasted financial result against the original budget

Introduction

Please find above the finance report for January 2017 for the South Bank Engineering UTC. Within this report you will find analysis relating to the forecast and additional information.

Budget and Forecast

The budget was originally set using an estimated number of 144 students. As income is directly linked to pupil numbers, it is sensible to estimate the high end of what could be achievable as it is simpler and quicker to ring-fence any over provision than it is to request additional income.

The number of students that the UTC had on both Census days' (6th October and 19th January) was 92. As this will mean a reduction in income (known as clawback) the forecast has been adjusted to take this into consideration. The income is stated as per the funding statement but with a deduction for the likely clawback shown on a separate line to reduce the total income.

The expenditure has been reforecast to take into account the reduction in pupil numbers. Items such as Catering and Educational Resources are also linked to pupil numbers.

Pupil Number Analysis			
2016/17	Year 10	Year 12	Total
Per Census	36	56	92
Funded Students	45	99	144
Difference	9	43	52

Forecast Analysis

Income

Income is currently in line with the budgeted amounts. Start-up grants are 100% received as they are 'front ended' towards the start of the year. Information on Pupil Premium and Top Up Funding for specific students is currently unavailable, amounts for these have been forecast as accurately as possible but with a conservative bias, income for these will now be sought.

Expenditure

The majority of expenditure is in line with the budget. Positive variance on Other Salaries can be attributed to staff members opting out of pension schemes and small changes in pay scales. Other expenditure is on target with expectations.

Towards the end of the academic year forecasting can be done with more assurance, it is envisaged that some budgets will not be wholly spent and the surplus may be

Capital Expenditure

The Education Funding Agency (EFA) have supplied funding for start-up costs of £198,750, this funding is divided into two categories, ICT (£140,000) and Furniture and Fittings (£58,750). Submissions to the EFA for additional money can be made. The expenditure so far is shown below.

Capital Funding - EFA	ICT	FFE
Funded	140,000	58,750
Claimed	26,305	41,250
To Claim	112,647	14,372
Remaining	1,048	3,128

A schedule of items purchased since September 2016 has been collated and will be submitted for funding.

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	CONFIDENTIAL
Paper title:	Discussions at subcommittees
Board/Committee	South Bank Engineering UTC Local Governing Body
Date of meeting:	15 March 2017
Author:	Pervena Singh, Clerk
Purpose:	To update the Local Governing Body on committee discussions.
Recommendation:	To note

Executive Summary

A summary of committee discussions is provided for information. Minutes and papers are available on the Modern.gov website. The Local Governing Body is requested to note the reports.

Summary of Committee discussions

[Learning and Teaching Committee](#) – 1 March 2017

The committee discussed

- Student performance data including issues and actions
- Quality of teaching and learning
- Inputs from employer partners
- Student cultural awareness
- Behaviour for learning
- Policy on student exclusion and how governors are involved
- Development grants
 - the CEO provided staff at both schools the opportunity to propose initiatives to enhance learning, it was noted that the deadline for proposals would be extended.

[Finance & General Purposes Committee](#) – 1 March 2017

The committee discussed:

- The membership of the committee, in light of the resignation of one of its members
- The January 2017 financial management report
- The bid for start-up money from DFE for 3 years to support UTCs
- Pupil Premium
 - For 2016/2017 academic year
 - Pupil Premium Barriers
 - Pupil Premium Strategy
 - Measuring the impact of pupil premium funding

- The Premises Report and progress of the temporary building
 - it was suggested that a working group is established to include LSBU and other interested party representatives to discuss alternative plans in the event that the temporary building is not ready for the start of the September term.
 - as well as contacting a commercial premises hire company for potential spaces, in the event that the temporary building is not ready.
 - the committee expressed their concern of the potential impact to students, should a delay occur to the moving in date for the new building.
- A update on school contracts
- Pupil numbers
 - It was suggested that pupil admission and marketing be a standard item on the Finance and General Purposes committee agenda.