

Meeting of the South Bank Academies Board

4.00 - 6.00 pm on Tuesday, 25 June 2019

in South Bank Engineering UTC - South Bank Engineering UTC, 56 Brixton Hill SW2 1QS

Agenda

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
7.	Education update <ul style="list-style-type: none">• Pupil progress• Safeguarding• SEND	3 - 14	DC

Date of next meeting

4.00 pm on Tuesday, 17 September 2019

Members: Hitesh Tailor (Chair), Richard Flatman (Vice-Chair), Douglas Denham St Pinnock, Nicole Louis, Fiona Morey, Lesley Morrison and David Phoenix

Apologies: Chris Mallaband and Tony Giddings

In attendance: Michael Broadway, Dan Cundy, Clym Cunnington and Alexander Enibe

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Education update

Dan Cundy. 24th June 2019.

Pupil Progress.

Year 11

1. UAE South Bank

UAE have completed the summer examination series for their first cohort of Year 11. As a consequence of the lack of institutional experience, school leaders have been cautious to offer predictions, instead using regular and rigorous assessment to indicate current performance and trends over time. As of Easter 2019, the final set of internal assessment data was produced, based on a second set of formal mock exams, with headlines as follows:

Progress 8 -0.63, improved from -0.91 in December 2018. Leaders are confident that a 0.5 grade improvement on average from mocks in December would be at least possible, then a final score of -0.41 would be a conservative expectation. Most recent data is in line with this. Progress 8 by group continues to be variable with a gap between boys (-0.82) and girls (-0.26) and disadvantaged (-0.82) and non-disadvantaged (-0.32), and lowest for White British (-0.86). When final results are in a thorough review will be conducted and action plan implemented to narrow gaps in future cohorts.

Attainment 8 based on December mock 2018 data stood at 38 points rising to 40.59 at Easter 2019, representing a rising trend but remaining below the 44 points scored nationally on average in 2018.

Basics – the proportion of students achieving good GCSEs in both English and maths. UAE current performance was 47% grade 4+ and 25% grade 5+ in December 2018, rising to 55% grade 4+ and 37% grade 5+ by Easter 2019.

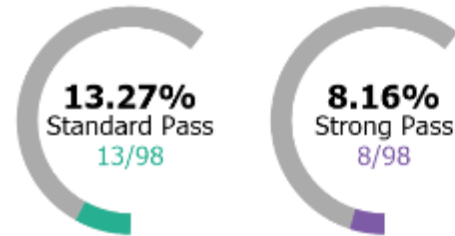
Pupils

98 Pupils 66 Boys 32 Girls

Baccalaureate

51

51 Pupils Entered - 52.04%



Baccalaureate Subjects

	Eng	Ma	Sci	Hums	Lang
Entries	97	97	95	57	81
Standard	99%	99%	97%	58%	83%
Strong	67	63	34	44	38
	68%	64%	35%	45%	39%
Strong	51	44	20	31	24
	52%	45%	20%	32%	24%

Baccalaureate APS

3.6 4.57 6.35 6.92

All Entered Standard Strong

English

Entries 97 9 to 7 14 9 to 5 51 9 to 4 67

	98.98%	14.29%	52.04%	68.37%
Pupils				
Entries	-	14.43%	52.58%	69.07%

Maths

Entries 97 9 to 7 12 9 to 5 44 9 to 4 63

	98.98%	12.24%	44.90%	64.29%
Pupils				
Entries	-	12.37%	45.36%	64.95%

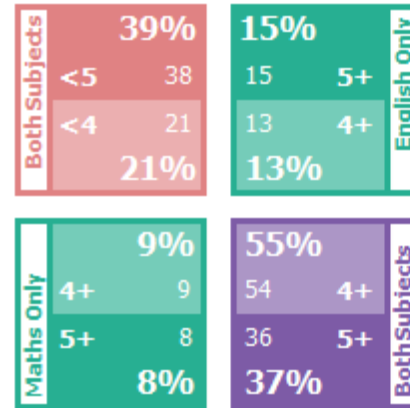
Science

	Pupils	Entries
1 Science	95	96.94%
Grade 4+	43	43.88%
2 Sciences	95	96.94%
Grade 4+	34	34.69%
3 Sciences	44	44.90%
Grade 4+	20	20.41%
Bio/Chem/Phys	44	44.90%
Grade 4+	20	20.41%

MFL

	Pupils	Entries
1 MFL Entry	80	81.63%
Grade 4+	37	37.76%
2 MFL Entries	7	7.14%
Grade 4+	1	1.02%

English & Maths Threshold

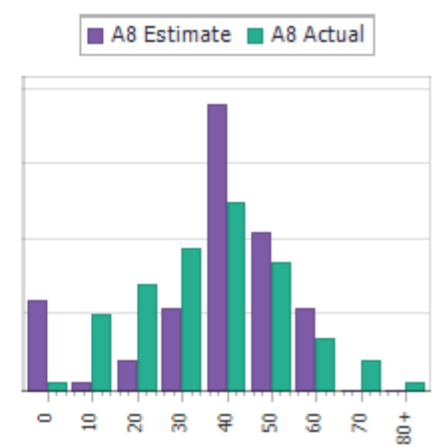


97 Pupils Entered - 98.98%

Entries

9 to 8 - inc A*'s	(5.00%)
41	
9 to 7 - inc A*-A	(10.12%)
83	
9 to 5 - inc A*-B	(35.98%)
295	
9 to 5 - inc A*-C	(40.98%)
336	
9 to 4 - inc A*-C	(57.56%)
472	
Total	Average
820.00	8.37

Progress 8



	A8	P8
English	9.2	-0.41
Maths	8.47	-0.33
EBac	11.51	-0.64
Other	11.41	-0.96
Overall	40.59	-0.63
Entries	86	87.76%

Performance

	Pupils	Percent
5 A* to C	52	53.06%
Inc EnMa (4+)	47	47.96%
Inc EnMa (5+)	35	35.71%
5 Grade 5+	30	30.61%
Inc EnMa	28	28.57%

Year 13

Subject value added

Subject name	March Residual	May Residual
Biology	-0.33	-0.33
Chemistry	-0.33	-0.33
Economics	0	-0.5
Maths	-0.38	-0.38
PD	0	0*
Physics	-0.5	-2.25
Bus Studies	-0.55	-0.27
Engineering	0.36	0.55
Overall	-0.22	-0.43

Headline Figures:

A Level

	Target %	Predicted %
A* - A	0	0
A* - B	26	7
A* - C	88	53
A* - E	100	88

7 Students sitting 17 A levels

Key:

White = No new data. Red = Residual has dropped since March. Green = Residual has improved since March

The A level cohort is very small and significant intervention has been put in place to address underperformance. Individual students' circumstances are impacting on value added, for example with one student attending poorly, one struggling with stress and another focusing on paid work outside school time. Unconditional offers to university have resulted in a drop in output from some students in the cohort.

2. South Bank Engineering UTC

Year 11.

Progress 8. Note this is not a meaningful measure for UTCs. The final set of Professional Prediction data was gathered at Easter 2019, with considerable intervention since then, suggesting a further increase set against an improving trend in data over time. Progress 8 -0.88, significantly below national.

Progress from starting points. A more appropriate measure: the journey students have taken since joining the UTC at the start of Year 10 as measured from GL Assessment baseline recognized as appropriate by Ofsted and DfE. At Easter 2019 this reached +0.44, from +0.41 in December 2018 against zero nationally. English +1.23 is far stronger than maths +0.06, while all key student groups bar girls, EAL and high prior attainers are in the top 25% nationally.

Attainment 8. Previous professional prediction (December 2018) was 39.8 points, increasing to 40.0 in Easter 2019. National average in 2018 was 44 points. Based on the baseline Progress Test conducted in September 2017, the cohort on average is significantly below the national level with a mean SAS of 86.8 against 100 nationally. Disadvantaged students predicted 41.4 points, a positive internal gap.

Basics. Professional predictions in December 2018 stood at for 54.7% Grade 4+ (standard pass) and 22.6% Grade 5+ (strong pass), rising to 62% 4+ and 31% grade 5+.

Year 13

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

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

Value added -0.78 (last year -1.32)

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

Technical qualifications average grade Distinction- (Distinction last year, Distinction nationally) with value add of +0.03. Distinction equates to an A grade at A level.

By subject

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

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

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

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

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

Year 13 engineering is performing strongly, with very positive outcomes expected on all course sizes. A levels are trending more strongly than in 2018. Maths and physics are subjects with particular attention paid: maths with strategic intervention through additional consultant support and strategic withdrawal onto AS courses.

Safeguarding

1. UAE

No. of cases at level 1: Universal	11
Change since previous report (February 2019)	0
Commentary	

No. of cases at level 2: Child in need of early help	7
Change since previous report (February 2019)	-2
Commentary	

No. of cases at level 3: Child in need of targeted or specialist support	6
Change since previous report (February 2019)	0
Commentary	

Number of cases at level 4: Child at risk of significant harm	10
Change since previous report (February 2019)	0
Commentary This number actually represents 8 families; three siblings in the school are at level 4.	

Work with external agencies: we continue to work closely with the police service, we have recently introduced two mentoring services- Mentivity, and XLP to provide bespoke mentoring to support groups our students. We have completed our work on period poverty with Brook for this academic year.

Significant safeguarding issues in school since last report:

1. We have had two separate incidences where a student has received a threat of serious physical violence due to issues around their families outside of school. We have worked closely with the police and each family to ensure the safety of the students on their journeys to and from school. Currently they both have modified start and end times of the day and a family member picks up one student from the reception area.
2. One student is currently in emergency foster care and Social services are carrying out an initial assessment we are waiting the outcome of this assessment.

Education and Health Care Plans. Update since last report: One student has recently been issued with an EHCP. We are currently trying to meet his needs according to the plan, however we are also discussing with the family if this is the best school to meet all his needs.

This report summarises all the safeguarding referrals made since September to date. 25 safeguarding records have been created.

2. UTC

No. of cases at level 1: Universal	12
Change since previous report	0
Commentary	
No. of cases at level 2: Child in need of early help	0
Change since previous report	0
Commentary	

No. of cases at level 3: Child in need of targeted or specialist support	1
Change since previous report	-1
Commentary Pupil removed from CiN plan and has finished courses at school.	

Number of cases at level 4: Child at risk of significant harm	2
Change since previous report	0
Core group meeting for one pupil held with the suggestion that they are ready to be removed from the CP plan. – no update received from agencies yet. School attended a MARIC meeting on one pupil – who remains on CP plan. A core group meeting was held for this pupil at the UTC	

Work with external agencies:

No referrals have been made by the school this month to Lambeth.

The weekly drop in session with School Police Service runs on Tuesday lunchtimes

SPS have continued to work closely with the UTC

Significant safeguarding issues in school since last report:

One pupil excluded for bringing the UTC into disrepute being involved in an affray on the street during the school day. Police were present and arrested the pupil.

Education and Health Care Plans. Update since last report: staff working to chase overdue payments from local authorities in relation to funding due for EHCP students.

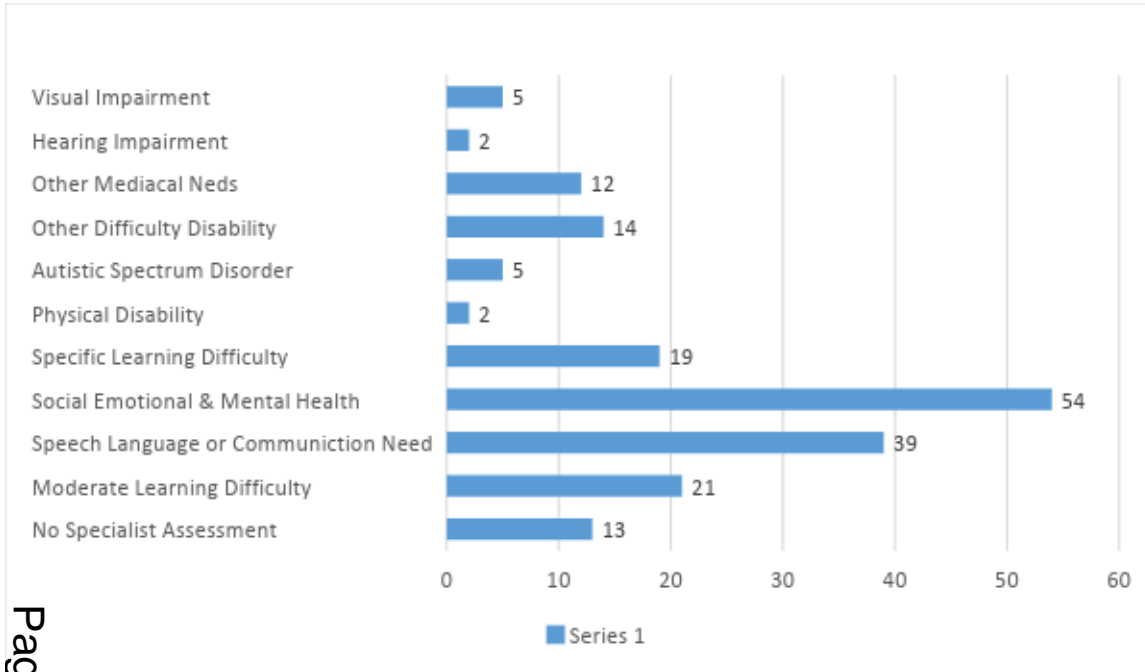
SEND

1. UAE

UAE currently has 150 students (21%) with an assessed special educational need or disability (SEND). These students all require extra support in class and interventions out of class. These interventions are delivered by our learning assistants and also by external professionals, such as a speech and language therapist. The school is expected to fund up to £6000 of support for each student which should come out of our main DfE income, noting that each student attracts roughly £6000 in total funding. Of the 150 students 12 have an Education and Health Care Plan (EHCP). For these students we receive top up funding, depending on the assessed level of need, from Southwark LA. Our total top up funding for the current year is £108,000.

The chart below shows the breakdown of assessed needs of our SEN students. Note that some students have more than one category of need.

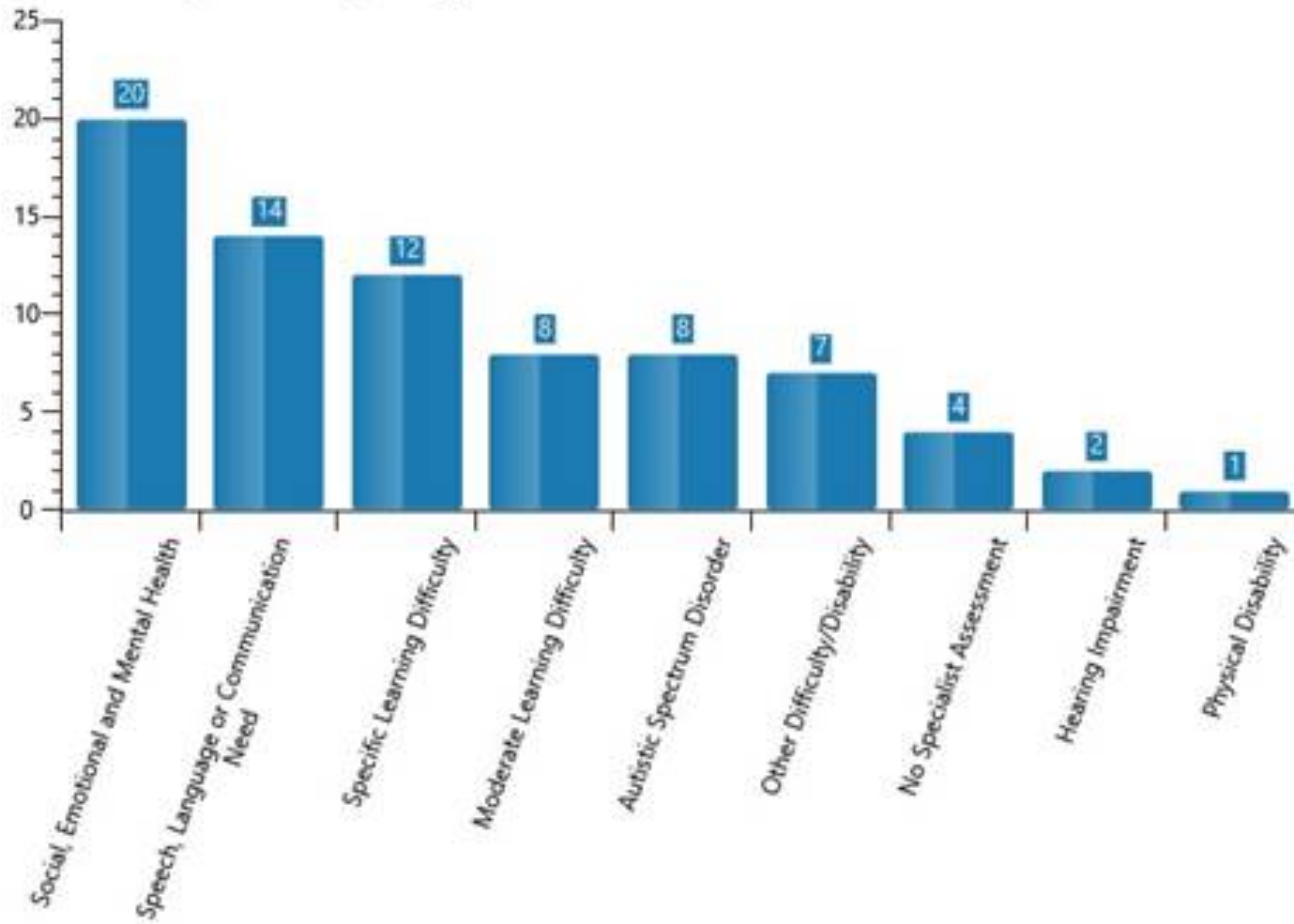
2. UTC



The UTC currently has 29 students (13%) with an assessed special educational need or disability (SEND). These students all require extra support in class and interventions out of class. These interventions are delivered by either our Departmental learning assistants or general support Learning Assistants. The school is expected to fund up to £6000 of support for each student which should come out of our main DfE income. Of the 29 students 5 have an Education and Health Care Plan (EHCP). For these students we receive top up funding, depending on the assessed level of need, from their particular LA. Our total top up funding for the current year is £47,182. The *chart below shows the breakdown of assessed needs of our SEN students. Note that some students have more than one category of need.

Students by SEN Need Type Category

A count of students by their SEN need type category



*Totals 76 as it includes students no longer on our roll and students with more than one need (for example one child may have ASD, Social, Emotional & Mental health and have a physical disability)

Staffing

1. UAE.

Leadership. Increased capacity recently includes Austin Sheppard to mitigate move of Rob Harding to UTC. Hannah Dalton recruited to add capacity as external appointment.

Teaching staff. UAE is fully staffed for September 2019.

Non-teaching staff. SEND/EAL staff restructure will extend in to the new academic year. Some replacement roles in pastoral team to be recruited to. New post of Business Support Officer being advertised. Potential new cover supervisor to be advertised although staff absence has markedly reduced.

2. UTC.

Leadership. Rob Harding is now substantive Vice Principal 0.8FTE, with Austin Sheppard Associate Vice Principal 0.6FTE, both working across both schools. This injection of senior leadership capacity assists the UTC in accelerating improvement in line with strategic plan areas. It does not solve a deeper issue around the affordability of a strong middle leadership cohort to drive improvement and hold accountability at departmental level. A Director structure is in place for English and Development as well as Engineering, with a proposal to add further Director roles

Teaching staff. The UTC is fully staffed for September. New staff as replacement positions include a Lead Teacher of science, an engineering teacher plus a new position for student number growth in product design. Turnover is low, and timetables organized efficiently to ensure an appropriate pupil:teacher ratio where possible and appropriate contact times for staff to ensure good value for money aligned with the ability to ensure high quality planning and assessment.

Non-teaching staff. There is a vacancy for a science technician and a SENDCO. The latter is likely to comprise the outgoing UAE SENDCO, to be confirmed. TAs are being restructured with two leavers to be replaced by subject-specific TAs before September. A new marketing position is being recruited to at trust level. Admissions, attendance, SLT PA are being restructured but likely to be filled by staff from both schools. A pastoral restructure is underway to enable increased administrative support for 16-19 study programmes.

Ofsted improvement planning – South Bank UTC

The Areas for Improvement identified on the UTC's Ofsted report have been grouped into areas, each with a separate improvement plan led by a member of SLT. Each of these areas are showing rapid improvement in readiness for new student cohorts in September. Progress is regularly reported into the SAB, with close external scrutiny provided by Rachael Norman as Lambeth Secondary Improvement Advisor, as well as Carolyn Unsted, DfE Education Advisor.

1. Quality of teaching, learning and assessment: Kam Bains

A new 'knowledge-rich' curriculum is being planned and implemented, with a focus on the acquisition and ability to retrieve key components of knowledge in order to develop the complex, composite skills required to excel in examinations. This requires considerable staff training which is underway. Reading and research has been issued and discussed with teaching staff. New initiatives around planning to sequence knowledge, the use of knowledge organisers to structure students' learning, the use of high-frequency, low stakes testing to aid with recall and work on improving the quality of formative assessment through a revised marking policy have all been launched. Gained time is being used to plan and resource programmes of study.

2. Attendance, punctuality, conduct: David Bell

New and modified systems are being planned for September 2019 to improve attendance and cut lateness, including to lessons internally. This includes a modified rewards and sanctions system, linked to Key Stage 5 performance management systems. The addition of a dedicated attendance officer in a revised pastoral staffing structure will aid communication and reporting. Behaviour policy being reviewed by senior staff team.

3. Quality assurance and staff development: Austin Sheppard

Work is ongoing to develop the expertise and leadership capacity of middle leaders to assist with accelerating school improvement. A beginner teacher group is now led by ASH with second school placements at UAE underway to support pathways to qualified teacher status. Increased collaborations and cross-fertilisation of ideas across both schools is being facilitated. A 'less is more' proposal to curriculum design is being implemented, with more flexible time during 7th period enabling a more personalised curriculum, improved enrichment and enhanced efficiency.

4. 16-19 study programmes: Rob Harding

A thorough review has taken place. The taught curriculum for 6th form has been determined, with a wider set of entitlements and opportunities decided to form a study programme. A personal study action plan for students has been created to increase the efficiency of personal study time, along with identification of 'additionality' including professional qualifications, student work experience, entrepreneurship and service opportunities and leadership pathways for 6th form students. A revised pastoral and administrative structure has been designed and will be recruited to by September 2019.

5. Literacy: Ruth Vandenhautte

The library is being fitted out and decorated by summer 2019, led by student team, to provide a resource to support reading for pleasure as well as curriculum support and intervention. Reading book lists are being specified. A literacy marking policy has been introduced with expectations clarified in new marking policy, with book reviews undertaken. Agreed systems in place to develop students' technical language and Tier 2 vocabulary through word lists, displays and teaching activities.

Student numbers

1. UAE

Year 7: funding for 145, likely to enrol 150 students

Year 12: 69 Applications to date:

- 47 internal applications
- 22 external applications (11 of those are for BTEC Engineering)

applicants have been interviewed and sent offer letters. 40 students have so far accepted. 2 remaining students are to be interviewed next week.

2. UTC

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

Year group	Forecast no.	Sensitivity	Current applications
Year 10	42	+/-10	52 + 2-6 transfers from UAE
Year 11	40	+/-2	
Year 12	85	+/-20	227 of which 195 external and 32 internal
Year 13	70	+/-5	
Total	237		278 +
Current total	215		
Difference	+20		

Year 12 intake is a conservative estimate: we have 94 confirmed acceptances from 227 applicants with further commitment-building events and keep warm activity.