Meeting of the University Academy of Engineering School Advisory Board

4.00 pm on Thursday, 30 January 2020
in University Academy of Engineering South Bank,Trafalgar Street, London SE17 2TP

Agenda

No.	Item	Pages	Presenter
1.	Welcome and apologies		CM
2.	Declarations of interest		CM
3.	Minutes of previous meeting	3 - 10	CM
4.	Matters arising		CM
	Items to discuss		
5.	Principal's report	11 - 22	JT
6.	School development plan 2019/20 and SEF 2019/20	23 - 30	JT
7.	Performance of current Years 12 & 13 students • *With Head of Sixth form*	31 - 48	JT
8.	Update on Quality of teaching	49 - 50	JT
9.	Questions to the Principal	Verbal Report	CM
10.	Pay policy update	To Follow	JC
11.	Pupil premium spend in 18/19 and impact	51 - 52	JT
12.	Pupil premium spending plan for 2019/20	53 - 58	JT
	Items to note		
13.	Safeguarding policy (to note)	To Follow	CM
14.	School Improvement Advisor report	59 - 70	JT
15.	Explanation on variances in management accounts to September 2019	Verbal Report	OP
16.	Governors' visits	71 - 78	CM

Date of next meeting
4.00 pm on Thursday, 5 March 2020

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

In attendance: Alexander Enibe and Om Parkash

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Draft

**Minutes of the meeting of the University Academy of Engineering School Advisory Board
held at 4.00 pm on Thursday, 7 November 2019
Trafalgar Street, London SE17 2TP**

Present
Chris Mallaband (Chair)
Safia Barikzai
Alex Drake (Vice-Chair)
Philipp Herzberg
Zakir Matin
Tony Roberts
John Taylor

Apologies
Veronica Allen
Elizabeth Adeyemi
Karen Fowler

In attendance
Alexander Enibe
Helena Abrahams
Om Parkash

1. **Welcome and apologies**

   The Chair welcomed everyone to the meeting, including Helena Abrahams (Trust Business Manager), who was attending her first meeting.

   The SAB noted that Veronica Allen has not attended the last three SAB meetings and the Clerk confirmed that an official letter has been sent to her in relation to this.

   The above apologies were noted.

2. **Declarations of interest**

   The SAB noted interest of the staff governor in pay policy discussion under item 12.

3. **Minutes of previous meeting**

   The SAB approved the minutes of the previous meeting held on 10 October 2019.

4. **Matters arising**

   The SAB noted the actions arising from the previous meeting.

The SAB noted the issue of lack of CCTV coverage of the whole UAE. The Principal confirmed that Jason Phillips would provide an update on this at the next SAB meeting on 30 January 2020.

On Parent pay, the Principal confirmed that a workable system is now in place. The SAB noted that that the Principal would inform the SAB whenever there is an issue on Parent pay.

The SAB noted that the school improvement advisor would be coming to debrief the SAB on the school improvement plan at a future SAB meeting.

5. **Presentation on staff wellbeing**

Hannah Dalton (HD) joined the meeting.

The SAB noted presentation on staff wellbeing.

HD took the SAB through the presentation.

The SAB noted that from the UAE survey, the engagement score was low.

HD said that from her conversation with the staff, it appeared that there is lack of communication from the Trust on its vision and strategy. HD suggested that there should be more visibility of the Trust at the UAE, as the opinion of the staff is that this is also lacking.

The SAB noted that the Executive Principal gave a talk on the Trust's vision and strategy at the UAE recently and this was well received by the staff. HD suggested that more of these events should be done.

The SAB noted that Sarah Cowley (LSBU Interim Director of Organisational Development) visited the UAE to talk to the staff about rewards. HD suggested that it would be good for Sarah to provide an update on rewards following her visit to the UAE.

HD confirmed that the non-teaching staff at the UAE feel that there are not enough personal development opportunities available for them within the LSBU Group and would like the Trust to provide these development opportunities.

A governor confirmed that there is a plan by the LSBU team to consult with the UAE to know what type of CPDs are needed.

The governor suggested that the UAE and LSBU wellbeing teams can work collaboratively to share ideas in different areas where LSBU can provide support to the UAE; like during the UAE wellbeing day.

6. **Principal's report**

The SAB noted the principal's report.

Ofsted and SEF

The Principal confirmed that the planned development of the UAE over the year, along with the changes that have been made over the past two years, are in line with Ofsted's expectation.

The SAB noted that the UAE have not had in place a rolling programme of laptop/chromebook replenishment strategy and that this has not been built into the school's budget cycle. The Principal said that this means that the number of devices per student has significantly reduced over the last two years.

The Principal confirmed that the purchasing of chromebooks to get the UAE back to the level of the average school needs to be a priority.

The Business Manager confirmed that there would be a rolling programme in the budget of 2021.

Staffing report

The SAB noted that the HR's priority since appointment of the Trust HR Manager and HR Officer has been to deploy the academy's HR policies, and prioritising absence management.

The SAB noted that recruitment is a challenge in the current market, and there is high turnover in the STEM subjects even though they are paying well into the main pay scale and beyond to remain competitive.

A governor asked what preparation are in place for the likely Ofsted inspection.

The Principal confirmed that the Self-evaluation form (SEF) has all the plans, and that the new Ofsted framework was taken into account when the SEF was been prepared.

The SAB suggested that other required information should go onto the UAE website.

Building culture

The Principal confirmed that the SLT of the UAE will develop to where they want it to be by building a collective understanding of the expectations of behaviour for all staff and students.

The Principal said that these behaviours will be explicitly taught and referred to in different ways and will all reference the schools expectations of confidence, ambition and social responsibility.
The Principal confirmed that building a culture of shared expectations and values that inform actions will be a key priority going forward.

The Principal suggested that this is a project that the SAB will want to engage with and monitor.

A governor asked whether this will be a one-off programme or continuous. The Principal confirmed that the programme will be continuous.

7. **Staff survey update**

The SAB noted the staff survey update.

This agenda item was covered under item 5 above.

8. **Quality of teaching update**

The SAB noted the quality of teaching update.

Learning walks

The SAB noted that 102 learning walks were completed, 24 E4L follow ups and 14 challenge follow ups. These follow ups were mainly NQTs.

The SAB noted that the deep dive departmental review will be used to test the effectiveness of the support plans.

Teaching and Learning Support

The SAB noted that there are 14 teachers on the tailored support programme and these teachers are at the early stages of their career and also receiving coaching from the experienced members of staff.

The SAB noted that 8 NQTs are at various stages in their induction years, and two members of staff are providing induction programme and additional support to them.

The SAB noted that there are 3 PGCE students in Science, Spanish and English, who are being monitored by experienced staff within their department.

Deep Dive Department Reviews

The SAB noted that the deep dive department reviews will commence on Wednesday, 13 November 2019 and will continue until the end of the month.

In response to a question, the Principal confirmed that from the teachers previously on the support plans, some have moved on because they have improved and some have left the UAE for another job.

The SAB requested the Vice Principal to provide an update on quality of teaching at a future meeting.

The SAB noted that the report clearly stated the proportion of teaching that met standards. However, it was suggested that more information about the quality of teaching was needed – how much was good or great teaching for example. A measure is needed that can show how teaching quality is improving.

The Principal confirmed that the Vice Principal can provide something to the SAB but would not be scoring the teachers.

9. **Performance of students in Year 13 and Academic profile of students in year 12 and 13**

The SAB noted the presentation on performance of students in Year 13 and academic profile of students in Year 12 and 13.

The SAB discussed the13 students in the last A level results that had low results.

The SAB noted that these students came from other schools and not from the UAE.

The SAB noted that there are currently some students in Year 13 with this type of background and asked the Principal what is being done to these Year 13 students coming through.

The Principal confirmed that there is more being done this year about the students compared to last year, as more experienced teachers are working with these students.

The SAB requested further information at its next meeting on 30 January 2020 on the performance of the Year 13 and Year 12 cohorts and measures being taken to ensure value added performance increases. More information is needed on assessment points within each of these year groups.

10. **School development plan 2019/20 and SEF 2019/20 update**

The SAB agreed to defer the discussion of the school development plan 2019/20 and SEF 2019/20 to the next meeting in January 2020.

11. **Management account to September 2019 and August 18/19 Forecast of Outturn Position**

The SAB noted the management accounts to September 2019 and August 18/19 forecast of outturn position.

The SAB asked the Finance Manager whether the UAE spent the pupil premium on improving achievements of the students as planned. The Finance Manager confirmed that the Principal has the figures on this.

The SAB requested the Principal to provide the 2018/19 pupil premium spending to the next meeting on 30 Jan 2020.

The SAB requested the Finance Manager to provide explanation on the variances in the management account at the next meeting.

The Chair confirmed that he will raise this issue with the SBA Executive.

12. **SBA 2019/20 Budget & Financial Forecast 2019/20 to 2022/23**

The noted the SBA 2019/20 Budget & Financial Forecast 2019/20 to 2022/23.

The SAB requested that this should be circulated.

13. **Pay policy update**

The SAB noted that the pay policy update.

The Chair informed the SAB that the Trust has agreed to pay the staff 0.75% on top of the initial 2% pay rise that was previously announced by the Executive Principal.

The SAB were please that all staff will now benefit from the full 2.75% increase. They felt that this was a positive step taken by the Trust.

14. **Governor visits**

The Chair took the SAB through the link governor's visit schedule and asked each governor to volunteer a date they would like to make their visits to the UAE.

The SAB agreed that the Chair will email all governors and the governors can then respond directly to the email to confirm their availabilities.

The SAB noted that the safeguarding lead will make a termly visit to the UAE to look at a different aspect of safeguarding and to check the SCR.

15. **UAE register of interest**

The SAB noted the 2019/20 UAE register of interest.

16. **Governors' training and Link governors' visit update**

The SAB noted the link governor visit conducted by Chris Mallaband.

The visit focused on examination of SCR and associated processes.

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

Confirmed as a true record

.... (Chair)

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5. Principals report to Governors
January 23rd 2020

John Taylor

1. Teaching and learning
2. Sixth form
3. Safeguarding referrals and levels - CPOMS report from Jason Badu
4. Behaviour report for the year to date
5. Attendance for the year to date
6. SEND update
7. Year 10 performance data compared to previous years

1. Teaching and learning

   This will be covered in agenda item 8

2. Sixth form

   This will be covered in agenda item 7

3. Safeguarding referrals and levels - CPOMS report from Jason Badu

Filters for incident:	
- After date: Mon 30 September 2019	
- Before date: Thu 23 January 2020	
	Number of Incidents
Category	**All**
Bullying/ Friendship Related Issues	34
-- Cyber Bullying	2
-- Homophobic Incident	1
-- Other	3
-- Physical Bullying	9
-- Racist Incident	3
-- Verbal Bullying	19
Cause for Concern	84
-- Domestic Violence	3
-- Drug / Alcohol Related	3
-- Emotional Related	24
-- Grooming	3
-- Neglect Related	6

-- Other	10
-- Physical Related	5
-- Self Harm	11
-- Sexual Related	12
-- Suicidal	7
Child Protection	2
-- Child Protection Conference	1
Contact with External Agency	10
-- Email	2
-- Face to Face Conversation	2
-- Meeting	2
-- Police Contact	3
-- Telephone Call	2
Intervention	2
-- External Provision 2018/19	1
Meeting	10
-- Case Conference	2
-- Core Group	5
-- Personal Education Plan (PEP)	1
-- Stratergy Meeting	1
Other	14

Parental Contact	21
-- Email	1
-- Face to Face Conversation	8
-- Meeting	4
-- Telephone Call	5
-- Text Message	1
Restraint	2
Safeguarding	15
-- Child In Need	4
-- Young Carer	1
SEND	2
-- 1:1 Support	1
-- EHCP	2
Totals (unique)	148

Since the 30th September we have made 7 Mash referrals, all of which were for an isolated incident. All students are receiving counselling regarding this particular incident. The incident is being monitored by the police who are working closely with the school to provide support for all students involved. Our greatest number of cases are for emotional related incidences. Students who have been severely affected by these incidences now receive support from a school counselling service who now provide the school with 2 full days of counselling.

4. Behaviour report for the year to date

Conduct Summary (02 Sep 2019 - 23 Jan 2020)								
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	All Years
Behaviour Incidents	2391	4328	3924	3682	2607	38	9	16979
Achievements	6430	6843	4505	4109	2086	21	0	23994
Behaviour Points	1906	3547	3205	2978	2013	28	4	13681
Achievement Points	7261	7878	5250	4908	2511	33	0	27841
Exclusions (02 Sep 2019 - 23 Jan 2020)								
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	All Years
Number of Exclusions	2	9	19	3	10	0	0	43
Total Days	2	19.5	49	5	45	0	0	120.5

Maximum Duration	1	5	5	3	6	0	0	6
Number of Permanent Exclusions	0	0	0	0	0	0	0	0

Behaviour Details (02 Sep 2019 - 23 Jan 2020)

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	All Years
Failed to attend/Failed PFL detention (40mins)	77	121	136	136	117	0	0	587
Damage to School Property	3	6	8	2	2	0	0	21
Preparation For Learning	507	736	798	901	791	6	0	3739
Lateness to Lesson	144	222	173	245	170	8	3	965
Lateness to school	63	67	113	163	96	11	1	514
On Show (Expect it to go)	1	5	10	9	13	0	0	38
Homework Incomplete	46	60	44	64	0	0	0	214
Isolation (Student Services Only)	25	44	21	39	14	8	1	152

Incomplete PE Kit	64	116	117	77	51	0	0	425
Removal from Class	92	250	215	185	90	0	0	832
Poor Corridor Conduct	77	212	113	197	48	0	0	647
Failed to attend/Failed after School Detention (1hr)	197	290	230	241	299	0	0	1257
Missing from lesson	16	64	86	70	33	1	4	274
Lack of Engagement	619	1361	1212	783	485	0	0	4460

5. Attendance for the year to date.

Session Attendance Summary (02 Sep 2019 - 22 Jan 2020)								
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	All Years
Attendance	95.27%	92.79%	91.82%	92.97%	89.72%	89.28%	83.54%	92.08%
Authorised	2.65%	3.30%	4.15%	2.26%	2.43%	2.41%	4.58%	2.97%
Unauthorised	2.02%	2.97%	3.00%	3.06%	6.26%	8.25%	11.83%	3.97%
Persistent Absence >=10%	15	29	23	20	34	21	15	157
AEA	0.40%	1.62%	1.91%	0.81%	0.68%	2.08%	4.46%	1.24%
Present	94.88%	91.16%	89.91%	92.17%	89.04%	87.21%	79.08%	90.84%
Lates	1.42%	2.51%	3.61%	4.64%	3.63%	8.68%	10.04%	3.69%

The attendance figures for years 12 and 13 now reflect their actual attendance. The figures for all other year groups have dropped since the last report in October. We have a temporary attendance officer in post and having been made aware of this apparent drop we are investigating the cause and possible responses to it.

6. SEND update

EHCP's currently on roll:

Students Name	Notional Funding	High Needs Top Up per year	Year Group	Date of EHCP
C	6,000	12,000	11	01/03/18
E	6,000	15,125	11	26/09/2018
R	6,000	12.715	10	02/03/17
M	6,000	12,715	9	08/04/16
A	6,000	4,000	9	04/07/18
A	6,000	12.150	9	09/04/19
R	6,000	8,000	8	05.02.18
S	6,000	12,000	8	17/03/19
T	6,000	8,000	8	01.11.17
D	10,000	17,568	8	27/09/17
F	6,000	12,715	7	15/02/19
A	6,000	8,000	7	15/02/19
A	6,000	none	7	15/02/19
J	6,000	8,000	7	15/02/19

We currently do not have enough Teaching Assistants to provide the level of support these students need. We will hopefully be recruiting 3 more teaching assistants soon. We also have 5 students coming into year 7 next year that will all need a teaching assistant, so the inclusion department will grow again.

7. Year 10 performance data compared to previous years.

In December the current year 10 cohort sat their first GCSE mock examinations. The table below shows their progress 8 result and compares it with the progress 8 of the current year 11, and with last year's year 11.

	Yr10 Dec Mock Examinations Progress 8	Yr10 July Mock Examinations Progress 8	Yr11 Jan Mock Examinations Progress 8	Actual GCSE results. Progress 8
Class of 2019	-1.35	-1.31	-1.01	-0.54
Class of 2020	(Did not sit)	-1.02	(Due 7th Feb)	
Class of 2021	-0.95			

6. School development plan

This is the summary front page of the school development plan.
The complete plan can be viewed here:
https://drive.google.com/open?id=1MtFOOoNAi86kR-ExUqTMGuxuPwc-iCV6
You will need to be logged into google chrome to view it.
We will table a hard copy of the full SDP at the SAB meeting

University Academy of Engineering South Bank

School development plan Summary 2019 to 2020

	Priorities	**Who is responsible for it?**
1	Teaching quality and professional development	Annette Moses
2	Curriculum development	Hannah Dalton
3	SEN and EAL development	Meirion Lewis
4	Student voice, student council and student agency	Meirion Lewis
5	Formative and summative assessment	Jason Philipsz
6	Administration and IT support	Jason Philipsz
7	Engagement for learning	Nick Moore
8	Year 11 outcomes	Nick Moore
9	Year 13 outcomes	Meirion Lewis

10	Form time			Hannah Dalton	

	Priority	Context	Success criteria	Who is responsible	RAG rating of progress
1	**Teaching Quality and professional learning**	We currently have 55 teaching staff, 6 of whom are NQTs. We have an established Teaching and Learning Development cycle that includes the Deep Dive Department reviews. All teachers are observed by the Principal and the We have introduced the Professional Learning Community and are establishing a culture of continuing development amongst staff. We are now in a position where we an audit of our CPD provision will provide us with a clear understanding of the strengths and areas for further development to support teachers to improve their practice.	All teaching and learning meets the teachers standards, lessons are challenging and engaging in all subject areas and this high quality teaching results in good progress and outcomes for students.	Annette Moses	
2	**Curriculum Development**	As a school we have decided that we want to deliver a knowledge-rich curriculum. Departments are at various stages of this. All have curriculum overviews but not all have SOW. Most Knowledge Organisers are completed but not all.	Every department has a planned curriculum in Key Stage 3,4,5. Subject leaders can articulate their intent clearly. Every SOW has a linked Knowledge Organiser with tier ⅔ vocabulary words within.	Hannah Dalton	

3	**SEN and EAL Development**	Both SEND and EAL are currently inadequate and not fit for purpose. There will be a restructure and both will come under the Inclusion umbrella. The number of LSA's have to be reduced to 11 but we more HLTA's will be employed as there is a shift towards more group intervention and less on in class support.	The new Inclusion department will be fit for purpose and support our most vulnerable students effectively. The attainment and progress gap for SEND and EAL students is reduced	Meirion Lewis	
4	**Student voice, student council, student agency**			Meirion Lewis	
5	**Formative and Summative Assessment**	The school assessment model has moved from a frequent summative reporting model (every half term) during the year to 1 summative and 1 formative assessment report a year. This has benefitted staff in terms of workload and understanding the difference between formative and summative assessment better. Summative assessments are done at the end of the year and have shared understanding at Key Stage 3 or what a student is likely to get if they make the same rate of progress for the remainder of their time at school. Formative assessment is less developed and needs an overhaul. Whilst it is happening we don't know	Develop regular formative assessments for each subject area that can diagnose what students know and what they can do to improve Develop a system for recording formative assessments that can be used to track progress qualitatively. Reduce the workload of teachers by placing more emphasis on diagnostic assessments and less on light and triple response marking Make use of formative assessment data more frequently to gauge progress Combine formative and summative data to give powerful data to	Jason Philipsz	

		how robust or frequent it is or whether it is making an impact. A coherent whole school approach is needed.	students, teachers and parents about student progress		
6	**Administration and IT support**	The school has not got an effective systemised admin system. This is due to a number of factors but mainly because in the early years of the school not enough thought was given to posts, the requirement of the school as it grew or oversight of admin. People with insufficient skills were had responsibility for communicating, delegating and passing on information. Training was not provided to those that needed it. As a result the school is developing an unwanted reputation in regards to communication; reception in particular is seen as an area where mistakes are made and parents experience frustrating delays with routine enquiries. Teachers feel response to IT queries and requests are not dealt with timely or effectively.	Provide a fit for purpose Admin support structure that can cope with the everyday rigors of a full, operational school. Provide proper oversight with clear lines of delegated responsibility and accountability within this structure. Reduce the number of complaints made by staff, students and parents that are communication or IT .	Jason Philipsz	
7	**Engagement for Learning**	The current rewards and sanctions system has been in place for two years; all staff and students are aware of it, have had the rationale explained to them and use it on a daily basis. The majority of sanctions are	All teaching staff apply the E4L system in broadly the same way. The parking system is quick and efficient.	Nick Moore	

					Nick Moore	
			managed by student services, who have developed and effective procedures in place. The main stages of development (and the reasons E4L is a SDP priority) are reinforcing the importance of consistency, supporting teachers who are less consistent or don't use the system very well, improving the accuracy and fairness of all detentions given, sharing good practise and maintaining standards through quality assurance.	The Lack Of Engagement (LOE) room has a silent and studious atmosphere at all times. The vast majority of students perceive the system as fair and accept the accuracy of the majority of their sanctions.		
8	**Year 11 Outcomes**		The school had its first set of KS4 results in August; pending validation the P8 score was -0.49.There were many 'legacy' issues that were particular to this year group (no behaviour policy, no homework, high staff turnover), but also direct improvements that the school can make. There was a clear division of subject areas, with maths, English and sciences performing much better than options subjects and a number of options subjects performing significantly worse than others (see KS4 results report for detail). There was significant intervention work last year, which clearly had	All yr11 students receive some support in the form of tuition, mentoring or timetabled interventions. 80% of yr11 students reach their teacher-set target. 100% exam attendance. Persistent absentees receive good quality alternative provision.	Nick Moore	

		some benefit, but this wasn't quality assured and impact wasn't measured. A lot of the intervention was disruptive to lessons and was heavily core-focused, rather than balanced across subjects. Attendance and involvement also needs to improve. The exam season was well organised and delivered but didn't account for yr10 mocks (which took place subsequently), had some issues with access arrangements and this year's yr11 cohort is significantly larger. Teachers of each student at the end of yr10 set a yr11 target, taking account of their KS2 performance (through FFT20), CAT scores, mock performance and progress over their four years of secondary school. The P8 score for this target series is +0.24 so a very positive target.			
9	**Year 13 Outcomes**	Over the past 2 years, Level 3 BTEC outcomes have been very strong (ALPS 3) but A Level results have been significantly weaker. The numbers taking A Level have been small so personalised, focussed intervention is key as even 1 student underachieving	Improved A Level results Minimum of ALPS 5 for A Level (aiming for ALPS 3 LV3A to be in line with the national average Alex Lee to obtain a place at Cambridge University to study Natural Sciences	Meirion Lewis	

| 10 | **Form Time** | We have a vertical tutoring system, where students are organised into houses. This means that form groups have students from every year group within them. This gives us a unique opportunity to create a positive, sharing community culture within the school.
Form time is currently used for the delivery of PSHE, private reading, debate and assembly time. However, the quality of delivery has been poor and coverage of key themes has been patchy. Some of the activity has been coordinated by student services and some by a previous coordinator, but sessions have lacked coherence and each day has focused on a different theme which means ideas are not revisited or embedded. | Form time is planned in the long and medium term so that students are exposed to a broad range of PSHE topics and get to revisit and discuss ideas raised here. This is done in conjunction with assemblies and the literacy coordinator - so that key words and debates build on ideas considered in the PSHE session.
Students understand how to stay safe, maintain wellbeing and access the wider world.
Form Time is used in a purposeful way | Hannah Dalton | |

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Year 13 Department Tracker

Date: 4/12/19
Review date: w/b 20th Jan

Dept: Biology

HoD:
Other Year 13 Teachers: Annette, Jayleigh

	ALPS Target	End of Year 12	Jan Year 13	Dept Target
% A* - B	33	0	0	33
% A* - E	100	100	100	100

Targeted students

NAME	Target	CWG (EoY12)	Jan Year 13	ISSUES	STRATEGIES	Actions (with dates and responsibilities)
AJ	B/C	B/C	D1	Lack of effort outside of lessons. Not enough subject specific vocabulary in answers Doesn't unpick the question and answer it correctly	Increase in the amount of work provided - raise expectations Share Year 13 Google classrooms with Peter, Meirion, and Rhoda Coach Bright Access Project - reinforce basics	Will be evident by w/b 9th Dec (Annette and Jayleigh) By Thursday 5th Dec (Annette and Jayleigh) To start in January (Meirion) Contact Ruby Woolfe about suitable tutor topics ruby@theaccessproject.o

					In-school intervention	rg.uk by w/b 9th Dec (Annette and Jayleigh) Intervention session with Josh to focus heavily on exam technique (Annette and Jayleigh). To start in January
					6th Form morning Focus group	Tuesday morning focus group with Meirion and Peter. These will focus on, (among other things) motivation, organisiation and independent study skills. (Meirion and Peter). Already started.
JO	**C**	**C/D**	**E2**	Not enough subject specific vocabulary in answers - lack of confidence with vocab	Share Year 13 Google classrooms with Peter, Meirion, and Rhoda	By Thursday 5th Dec (Annette and Jayleigh)
					Coach Bright	To start in January (Meirion)
				Doesn't unpick the question and answer it correctly	Access Project - reinforce basics	Contact Ruby Woolfe about suitable tutor topics ruby@theaccessproject.org.uk by w/b 9th Dec (Annette and Jayleigh)
					In school intervention - focus on unpicking questions	Intervention session with Adnan to focus heavily on exam technique (Annette and Jayleigh). To start in January
					6th Form morning Focus group	Tuesday morning focus group with Meirion and Peter. These will focus on, (among other things)

						motivation, organisation and independent study skills. (Meirion and Peter). Already started
KY	C/D	D	E2	As above plus attendance is a major concern. He became a school refuser last year and missed around 3 months of Year. His attendance improved towards the end of Year 12 but has slipped again in Year 13. Karim is at significant risk of being told that A levels are no longer a viable option if his attendance does not improve. If this happens then he will be supported to find an alternative pathway with another provider.	Increase in the amount of work provided - raise expectations Work with Mum and 6th Form team to improve attendance (to school and to lessons) Share Year 13 Google classrooms with Peter, Meirion and Rhoda Coach Bright In school intervention 6th Form Focus group	Will be evident by w/b 9th Dec (Annette and Jayleigh) Organise meeting with school counselor (Meirion) ASAP Meting with mum to discuss punctuality and attendance (Meirion) w/b 9th December Attendance monitoring report (Peter). Following meeting with Mum By Thursday 5th Dec (Annette and Jayleigh) To start in January (Meirion) Intervention session with Karim to focus heavily on exam technique (Annette and Jayleigh). To start in January Tuesday morning focus

| | | | | | | group with Meirion and Peter. These will focus on, (among other things) motivation, organisiation and independent study skills. (Meirion and Peter). Already started |

Date: 4/12/19
Review date: w/b 20th Jan

Dept: Business Studies

HoD: Peter Young
Other Year 13 Teachers: Raymond O

	ALPS Target	End of Year 12	Jan Year 13	Dept Target
% A* - B	100	100	0	100
% A* - E	100	100	100	100

Targeted students

NAME	Target	CWG (EoY12)	Jan Year 13	ISSUES	STRATEGIES	Actions (with dates and responsibilities)
RR	B	A*	D1	Keep the Challenge up	Ensure Rochelle is suitably challenged and has constant exam practice Push her beyond the curriculum	Ensure 'challenge' work is set on Google classroom (and completed) along with exam papers etc (Peter) evident from w/b 9th Dec Encourage Rochelle to enter competitions and attend lectures on Economics. Provide her with access to suitable reading materials e.g. journals Link up with Dulwich

					Coachbright	College and their Economics society (Peter). From January Begins in January (Meirion)

Date: 6/12/19
Review date: W/B 20/1/20

Dept: Chemistry

HoD: Meirion lewis
Other Year 13 Teachers: Janelle Prime

	ALPS Target	End of Year 12	Jan Year 13	Dept Target
% A* - B	50	25	25	50
% A* - E	100	100	100	100

Targeted students

NAME	Target	CWG (EoY12)	Jan Year 13	ISSUES	STRATEGIES	Actions (with dates and responsibilities)
EK	B/C	C3	E2	Needs to complete more work out of lessons as he struggles to recall basic facts. He needs to write out the steps in longer questions in a coherent manner	Monitoring through Google classroom Intervention Coachbright	
AL	A	B1	A2	Needs to improve exam technique A focus on memorizing the necessary conditions etc for Organic chemistry (she prefers physical chemistry)	1-1 catch ups on topics missed Challenge questions on Google drive Access project Coach Bright	

JO	C	C1	E2	Needs to complete more work out of lessons as he struggles to recall basic facts. He needs to write out the steps in longer questions in a coherent manner	Monitoring through Google classroom Intervention Coachbright Access Project	
AT	C	D1	D2	Needs to complete more work out of lessons He needs to write out the steps in longer questions in a coherent manner	Monitoring through Google classroom Intervention Coachbright	

Date: 4/12/19
Review date: w/b 20th Jan

Dept: Economics

HoD: Peter Young
Other Year 13 Teachers: Raymond O

	ALPS Target	End of Year 12	Jan Year 13	Dept Target
% A* - B	100	100	0	100
% A* - E	100	100	100	100

Targeted students

NAME	Target	CWG (EoY12)	Jan Year 13	ISSUES	STRATEGIES	Actions (with dates and responsibilities)
RR	B	B3	D1	Not enough effort outside lessons affecting retrieval of Year 12 work	Increase in the amount of work provided - raise expectations	Will be evident on Google Classroom by w/b 9th Dec (Peter)
					Coach Bright	To start in January (Meirion)
					Access Project - reinforce basics	Contact Ruby Woolfe about suitable tutor topics ruby@theaccessproject.org.uk by w/b 9th Dec (Peter)
					In school intervention	Intervention session with

						Rochelle to focus heavily on retrieval practice and exam technique (Peter). To start in January

Dept: Engineering

HoD: Lazarus Fiberesima

Other Year 13 Teachers: Ade Bambgosa, Saima Ahmed

	ALPS Target	End of Year 12	Dept Target
% D*D*D* - DDD	83		
% D*D*D* - MMM	100	100	100

Focus Group

STUDENT NAME	DIFF	ISSUES	STRATEGIES
YA		Maths paper	P to M. Weekly revision session leading up to the exam.
AB		Health	Support to catch up
D		Effort is affecting quality of coursework	Contact parents Provide Peter and Rhoda a list of deadlines Catch up sessions to be arranged
SH		Effort is affecting quality of coursework	Contact parents Provide Peter and Rhoda a list of deadlines Catch up sessions to be arranged M to D in exam. Weekly revision

			session leading up to exam
T		Maths paper	P to M. Weekly revision session leading up to the exam.

Date: 6/12/19
Review date: W/B 20/1/20

Dept: Maths

HoD: Pellumb Armitage

Other Year 13 Teachers: Camilla Kerr, Jason Philipsz

	ALPS Target	End of Year 12	Jan Year 13	Dept Target
% A* - B	57	57	14	43
% A* - E	100	100	100	100

Targeted students

NAME	Target	CWG (EoY12)	Jan Year 13	ISSUES	STRATEGIES	Actions (with dates and responsibilities)
AJ	B/C	A3	D1	Needs to complete more work out of lessons	Monitoring through Google classroom	JPZ
SH	B/C	C3	D1	Needs to complete more work out of lessons	Monitoring through Google classroom	JPZ
EK	B/C	D3	E2	Needs to complete more work out of lessons	Monitoring through Google classroom, 1-1 on topics identified in QLA	JPZ
AL	A	A2	A2	Missing a lot of lessons for interviews	1-1 catch ups	JPZ by end of Dec
JO	C	B3	E2	Needs to complete more work out of lessons		
AT	C	D1	D2	Needs to complete more	Monitoring through Google	JPZ

				work out of lessons	classroom	
KY	**C**	**B3**	**E2**	Needs to complete more work out of lessons	Monitoring through Google classroom	JPZ

Date: 2/11/19
Review date: w/b 20th Jan

Dept: Physics

HoD: Jon Searle
Other Year 13 Teachers: Atif Niwaz

	ALPS Target	End of Year 12	Dept Target
% A* - B	60	20	60
% A* - E	100	100	100

Targeted students

NAME	Target	CWG (EoY12)	Jan Year 13	ISSUES	STRATEGIES	Actions (with dates and responsibilites)
AJ	B/C	C2	D1	Not enough work outside of class Big improvement this year. Close to making the jump up the grades -needs to consolidate a little more before pushing on	Increase in the amount of work provided - raise expectations Share Year 13 Google classrooms with Peter, Meirion and Rhoda Coach Bright Access Project - reinforce basics Intervention group with Ade	Will be evident by w/b 9th Dec (Jon and Atif) By Thursday 5th Dec (Jon and Atif) To start in January (Meirion) Contact Ruby Woolfe about suitable tutor topics ruby@theaccessproject.org.uk by w/b 9th Dec (Jon and Atif) Weekly Intervention for the 2 students organised to reinforce the basics

						and then push on. w/b 9th Dec (Jon and Atif)
EK	B/C	D3	E1	Basic lack of knowledge and understanding Struggles to unpick/understand the questions Not enough work outside of the lesson	Increase in the amount of work provided - raise expectations	Will be evident by w/b 9th Dec (Jon and Atif)
					Share Year 13 Google classrooms with Peter, Meirion and Rhoda	By Thursday 5th Dec (Jon and Atif)
					Coach Bright	To start in January (Meirion)
					Access Project - reinforce basics	Contact Ruby Woolfe about suitable tutor topics ruby@theaccessproject.org.uk by w/b 9th Dec (Jon and Atif)
					Intervention group with Karim	Weekly Intervention for the 2 students organised to reinforce the basics. w/b 9th Dec (Jon and Atif
AL	A	B1	A2	Stretch and Challenge	Increase in the amount and challenge of work provided - raise expectations	Will be evident by w/b 9th Dec. This will include challenge work to stretch her to A* (Jon and Atif).
					Share Year 13 Google classrooms with Peter, Meirion and Rhoda	By Thursday 5th Dec (Jon and Atif)
					Extra challenge within lessons	To begin immediately (Jon and Atif)
					Coach Bright	To start in January (Meirion)
					Access Project challenge	Contact Ruby Woolfe about suitable tutor topics

					Challenge intervention session Push her beyond the curriculum	ruby@theaccessproject.org.uk by w/b 9th Dec. These should challenge her to achieve A* (Jon and Atif) Fortnightly intervention to stretch her to achieve A*. w/b 9th Dec (Jon and Atif) Encourage Alex to enter competitions and attend lectures on Physics. Provide her with access to suitable reading materials e.g. journals Link up with Dulwich College and their Physics society (Jon and Atif). From January
AT	C	D2	D2	Not enough work outside of class Big improvement this year. Close to making the jump up the grades -needs to consolidate a little more before pushing on	Increase in the amount of work provided - raise expectations Share Year 13 Google classrooms with Peter, Meirion and Rhoda Coach Bright Access Project - reinforce basics Intervention group with Adnan	Will be evident by w/b 9th Dec (Jon and Atif) By Thursday 5th Dec (Jon and Atif) To start in January (Meirion) Contact Ruby Woolfe about suitable tutor topics ruby@theaccessproject.org.uk by w/b 9th Dec (Jon and Atif) Weekly Intervention for

		█				the 2 students organised to reinforce the basics. w/b 9th Dec (Jon and Atif
KY	**C**	**D1**	**E1**	Basic lack of knowledge and understanding Struggles to unpick/understand the questions Not enough work outside of the lesson	Increase in the amount of work provided - raise expectations Share Year 13 Google classrooms with Peter, Meirion and Rhoda Coach Bright Access Project - reinforce basics Intervention group with Erbaz	Will be evident by w/b 9th Dec (Jon and Atif) By Thursday 5th Dec (Jon and Atif) To start in January (Meirion) Contact Ruby Woolfe about suitable tutor topics ruby@theaccessproject.org.uk by w/b 9th Dec (Jon and Atif) Weekly Intervention for the 2 students organised to reinforce the basics. w/b 9th Dec (Jon and Atif

8. Update on quality of teaching.

This report is based around the department deep dive reviews which happened in the last two weeks of term before Christmas. At the SAB meeting we will table the reposts for each department. This is the summary report.

Deep Dive Department Review Summary 2019/20

The department review is now an established part of the Teaching and Learning Development Cycle. This year, in line with the new Ofsted inspection framework, we decided to make the reviews more like the deep dive reviews that take place during Ofsted inspections. Staff training on the makeup of the reviews included the use of Ofsted materials. The focus of the reviews were Quality of teaching - use of E4L and challenge in lessons, use of google classroom and homework, marking and formative assessment, curriculum design and use of knowledge organisers.

Quality of teaching

There is still inconsistency of use of the E4L expectations. All the teachers who had this highlighted as an area for improvement in their observation feedback have had follow up learning walks and where there has not been a change in approach a personalised action plan has been designed by the Teacher Support Plan Coordinator or NQT Induction Coordinator. Challenge was appropriate in the majority of lessons, with the exception of Design and Engineering, where work has been undertaken to urgently review the KS3 curriculum. Some teachers need to use their class data more when planning lessons to ensure that there is enough scaffolding and challenge to meet the needs of all the students in their classes. This feedback has shared with HoDs to use in department meetings.

Marking and Formative assessment

Books were marked up to date. There was evidence in the English department of overmarking, raising a workload concern. The quality and regularity of formative assessment was variable. In some departments It was obvious that the team had carefully thought about the assessments and these were marked and actionable feedback was given to students. In other departments there was not a collaborative approach to assessments, resulting in variability in progress seen in student books. All HoDs have been directed to ensure that there is a formative assessment at the end of each module.

Homework and google classroom use

The department review highlighted an issue with homework and the use of google classroom. In the majority of homework was not being issued in line with the policy and there was inadequate monitoring of homework completion. Further discussions with HoDs and teaching staff indicated a training need on how to set good quality homework that provided useful feedback to students and did not significantly increase workload. During the January INSET day Nick Moore led a session on the use of homework apps that provide instant feedback to students and minimised teacher workload. There have also been additional training sessions on how to fully utilise google classroom. There is further work to be done on homework which will continue this

module by Hannah Dalton, reviewing the policy and introducing targeted homework catch up sessions after school with teaching staff in addition to the LRC facility.

Curriculum design and use of Knowledge

Considerable time has been spent on redesigning the KS3 curriculum, so that it is knowledge based and challenging. All departments have completed a KS3 curriculum overview and knowledge organisers for each module. Some departments have embedded the use of the knowledge organisers, they are in books at the start of each module and are referred to and used in lessons as personal learning checklists. Other departments such as Engineering have knowledge organisers, but they are not clearly placed in all student books. Actions for these departments have been to ensure that knowledge organisers are in all books and referred to in lessons this will be monitored this module during SLT learning walks.

Student feedback

Student feedback was overall positive. Students enjoy the majority of their lessons and understand what they are learning and why. Some students feel that they could be challenged further and they request more practical work in Science and Design and Engineering. SLT Line managers have discussed this feedback with individual HoDs and are working on ways to improve practical work.

Actions for the Department Improvement Plan

All HoDs have received the report for their department and have worked with their SLT line manager to amend the Department Improvement Plan accordingly. Completion of the actions in the DIP is included in the HoD appraisal process.

Pupil premium spending plan 2017/2018 and 2018/2019

2017/2018	Pupil premium income	245,905.00

Pupil premium student numbers	Number	%
Year 7	60	46.5%
Year 8	77	53.8%
Year 9	78	60.9%
Year 10	48	48.0%
Total	263	47.3%

2018/2019	Pupil premium income	£297,797.50

Pupil premium student numbers	Number	%
Year 7	*59*	*45%*
Year 8	60	46.5%
Year 9	74	53.8%
Year 10	78	60.9%
Year 11	48	48.0%
Total	319	*45.7%*

Activity or action	How this will support the progress of pupil premium students?	Total cost 2017/2018	Cost breakdown for pupil premium students 2017/2018	Total cost 2018/2019	Cost breakdown for pupil premium students 2018/2019	Cost centre for the activities and actions
Year 7 outward bound	Increases their confidence and range of	£1,950	10 pupil premium students	£37,962	£17,228 Total cost for all Y7	Trips travel costs and trips
Duke of Edinburgh	Increases their confidence and range of	N/A		£10,000	Unknown until we know	Equipment (not IT),
Subsidy for the year 10	Broaden the horizons and increase the	£2,100	£100 per pupil, reducing	N/A	N/A	Trips travel costs and trips
Subsidy for educational visits	Increase the exposure to further education, business and industry and art and culture of pupoil premium students, thus increasing their social and cultural capital and affecting their ambition.	£3,000	This will depend on numbers of PP students on the trips.	£10,000	£29.60 for each student for trips for the year	Trips travel costs and trips accomodation/entrance
% of salary for Day 10	The Day 10 programme provides the	£4,153	47% of Day 10 managers	£12,460	Based on 47.5% of the Day	Educational support staff
The Access Project	The Access Project provides a series of	N/A	N/A	£7,500	50% of the total £15,000	Professional services -
Tutoring for year 11	Targetted 1 to 1 support for students	N/A	N/A	£48,000	£1000 per student, tutoring	Professional services -
Tutoring for year 10	Targetted 1 to 1 support for students	£30,000	£624 per student, tutoring	£31,200	£400 per student, tutoring	Professional services -
Tutoring for year 9	Targetted 1 to 1 support for students	£11,550	£150 per student, tutoring	£14,800	£200 per student, tutoring	Professional services -
Revision resources for	Provide free resources to each student	N/A	N/A	£4,593	Total cost of revision	Equipment (Not IT)
Revision resources for	Provide free resources to each student	£4,593	Total cost of revision	£7,463	£7463 Total cost of revision	Equipment (Not IT)
Provision of free uniform	Ensure all students are able to follow the	£1,200	As needed - decisions	£2,000	As needed - decisions made	Uniforms expenditure
Accelerated reader	Engages all students in a targetted reading	£3,698	Annual cost of the scheme	£3,698	Annual cost of the scheme	Books
Spanish language	Provides 1 to 1 support extracting students	N/A	N/A	£11,686	52% of language assistants	Teaching assistant salaries
Performing Arts	Develops performances with groups of	£3,521	47% of perfoming arts	£11,686	52% of performiong arts	Teaching assistant salaries
Learning assistant	Provides an increased variety of	£15,000	Total estimated cost of	£18,000	Total estimated cost of	Support staff overtime

Drama GCSE theatre	Provides opportunities for all students	£1,800	Estimated cost of studnets	£1,800	Estimated cost of students	Educational visits
Subsidy for stationary on	Stationary on sale in the library at	£1,000	Unknowable as the	£1,000	The subsidised stationary is	Stationary
Year 6 summer school	The summer school for year 6 students			£5,000	£5000 towards the cost of	
Music tuition	1 to 1 and small ensemble tuition in music	£7,600	£20 per student per 1/2	£15,200	£20 per student per 1/2	Professional services -
Bookbuzz - run by The	their choosing that they get to keep. They	£930	Total cost of the scheme	£930	Total cost of the scheme for	Books
Learning assistant and	Individual support programmes for	£153,811		£42,820		Teaching assistants

	2017/18		2018/19
Total planned spend	**£245,905.00**		**£297,798**

11.b. Pupil Premium spending plan 20/21

Meirion Lewis will present on this item at the meeting.

Pupil premium policy

University Academy of Engineering South Bank

Create your future

Approved by:	[Name]	Date: [Date]
Last reviewed on:	[Date]	
Next review due by:	[Date]	

Contents

....

1. Aims

This policy aims to:

- Provide background information about the pupil premium grant so that all members of the school community understand its purpose and which pupils are eligible

- Set out how the school will make decisions on pupil premium spending

- Summarise the roles and responsibilities of those involved in managing the pupil premium in school

2. Legislation and guidance

This policy is based on the pupil premium conditions of grant guidance (2017-18), published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) on virtual school heads' responsibilities concerning the pupil premium, and the service premium.

In addition, this policy refers to the DfE's information on what academies should publish online, and complies with our funding agreement and articles of association.

3. Purpose of the grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

4. Use of the grant

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University Academy of Engineering South Bank is a relatively new 11-18 Secondary school located on the Aylesbury Council Estate in Southwark. It opened in September 2014 and has significantly higher numbers of Pupil Premium (55.38%) and EAL students (43.7%) than the national average.

Our use of the Pupil Premium is based upon the tiered 3 stage approach recommended by the Educational Endowment Foundation. The 3 tiers are:

1. **Teaching**
   - There is a whole school focus on Literacy and Tier 2 and 3 words
   - Weekly CPD sessions
   - Staff are provided with opportunities to regularly engage with the latest Educational research
   - We have a formal coaching programme for staff
   - Reduction of distraction within lessons through a clear and consistent Behaviour policy

2. **Targeted academic support**
   - Literacy interventions run by HLTA's
   - Oracy lessons i the KS3 curriculum
   - One to One coaching programmes
   - Structured intervention programme based upon student needs

3. **Wider strategies**
   - Daily free breakfast
   - Homework clubs every night until 5pm
   - LRC open daily from 7:30am - 5pm
   - Day 10 programme
   - After school enrichment programme

We will publish information on the school's use of the pupil premium on the school website in line with the requirements set out in our funding agreement and the DfE's guidance on what academies should publish online.

Information on how the school uses the pupil premium is available here: Website page link

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils

	Year 7	Year 8	Year 9	Year 10	Year 11	Total

4

	%	Pupils	%	Pupils	%	Pupils	%	Pupils	%	Pupils	%	Pupils
FSM	31.54	41	34.72	50	35.29	48	33.79	49	39.10	52	34.88	240
PP	53.08	69	51.39	74	57.35	78	57.24	83	57.89	77	55.38	381

Eligible pupils fall into the categories explained below.

5.1 Ever 6 free school meals

Pupils recorded in the most recent January school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).

This includes pupils first known to be eligible for free school meals in the most recent January census.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

5.2 Looked after children

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales.

5.3 Post-looked after children

Pupils recorded in the most recent January census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.

5.4 Ever 6 service children

Pupils:

- With a parent serving in the regular armed forces
- Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent January census
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

6. Roles and responsibilities

6.1 Principal and senior leadership team

The Principal and AVP with responsibility for Pupil Premium are responsible for:

- Keeping this policy up to date, and ensuring that it is implemented across the school
- Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces
- Planning pupil premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate

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- Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding

- Reporting on the impact of pupil premium spending to the governing board on an ongoing basis

- Publishing information on the school's use of the pupil premium on the school website, as required by our funding agreement and in line with guidance from the DfE

- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

6.2 Governors

The governing board is responsible for:

- Holding the headteacher to account for the implementation of this policy

- Ensuring the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant

- Monitoring the attainment and progress of pupils eligible for the pupil premium, in conjunction with the headteacher, to assess the impact and effectiveness of the school's use of the funding

- Monitoring whether the school is ensuring value for money in its use of the pupil premium

- Challenging the headteacher to use the pupil premium in the most effective way

- Setting the school's ethos and values around supporting disadvantaged members of the school community

6.3 Other school staff

All school staff are responsible for:

- Implementing this policy on a day-to-day basis

- Setting high expectations for all pupils, including those eligible for the pupil premium

- Identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the senior leadership team

- Sharing insights into effective practice with other school staff

7. Monitoring arrangements

This policy will be reviewed Annually by the AVP with responsibility for Pupil Premium. At every review, the policy will be shared with the governing board.

UNIVERSITY ACADEMY OF ENGINEERING SOUTHBANK

SCHOOL IMPROVEMENT ADVISER REPORT

School	University Academy of Engineering, Southbank
Principal	John Taylor
School Improvement Adviser	Rachael Norman
Dates of visit	Autumn: 13/12/19 Spring: Summer:

2019-20

Autumn 2019

A1. THE QUALITY OF EDUCATION
The focus of all lesson observations this term is engagement (E4L) for learning and challenge with a particular emphasis on compliance with the E4L system to ensure that all teachers are using it consistently. Google docs are used to complete lesson observation feedback forms which are then e-mailed to staff.

Learning walk

Year 7 PE NQT+1. Students got changed and then sat in a line in the sports hall. Only 1 student had incorrect kit but he participated in his uniform and there was another non-participant who observed the lesson but did not appear to have been given a role in the lesson e.g. coach. The register was taken and there was a reminder of expectations and consequences if expectations were not met. A "Pulse racer" activity took place at the start of the lesson during which 5 laps of the sports hall were completed while dribbling a basketball. Then the 2nd stage of warm up began which involved "high knees" for 10 seconds while bouncing the basketball followed by other activities that got progressively more challenging. Balls were then put away and students gathered by the whiteboard to discuss assessments relating to the progress they had made in basketball. There were differentiated learning outcomes on the whiteboard – some, most, all. All students were expected to be able to identify the key skills they had learned. There was clear evidence of the use of the E4L system and the students knew the system well and clear routines had been established with the group.

Year 8 Computer Science – a discussion was taking place about the definition of a "variable" in Computer Science. All students were actively engaged and focussed. Teacher questioning elicited responses and ideas from the students about the meaning of the term "variable" in this context (a label for data). Students then applied the variables themselves using Python. They had completed their written assessment the previous day. One more able student was working on something additional and more challenging looking at different equations using Python. He was really enjoying his learning and said he is also interested in Physics and wants to work in particle Physics in the future.

Year 8 Computer Science – students were watching an introductory film about how to use "Access" which is going to be their next module of work. One student was recording names on the board as part of the E4L system. Assessments were returned by the teacher with comments about their grades and they were then going to review their formative assessments as a whole class.

Year 8 Music. Students have been working on their own compositions and remixes for the last 5 weeks using the Ableton programme. They were using assessment criteria on the board to self-assess their pieces and they also had a "cheat sheet" that they were using as a guide to the different elements that they needed to incorporate. They were very engaged and absorbed in the task. All students at the academy are entitled to receive free music lessons delivered by peripatetic teachers and many take advantage of this opportunity.

Year 11 English – Progress trackers are used in the front of the books to help students focus on areas for improvement and WWW in their assessments e.g. embedding quotes. There are clear expectations about presentation and a student friendly English Literature Assessment Objectives sheet. Students had been working on a critical analysis of the Charge of the Light Brigade and shared some of their responses with the class with feedback given on assessment objectives that required further focus e.g. more detailed explanation of quotes. There was very clear use of high-level vocabulary and strong evidence of A03 and A01 (PQE – point, quote, explanation) - embedding quotes. There was really good engagement and focus from all students in this lesson.

A new head of English has recently joined the academy.

Year 11 English – working in silence on an exam question about a flower seller. Writing about how the flower seller uses language to appeal to the reader's emotions.

Year 11 maths classes both doing end of module assessments in exam conditions.

Year 10 dance class. Students were engaged and focussed on the learning and were working collaboratively to prepare their pieces before performing them.

There were nine students in the "parking room" all of whom would had reached the stage of S3 in the classroom having had 2 warnings and then been removed from the lesson by the "on-call" teacher. A restorative conversation takes place as part of this process and a detention is issued. The room is well managed, and students were reading in silence.

Lesson transition was orderly with high staff presence to ensure that students moved to their lessons quickly and efficiently.

Meeting with Hannah Dalton about curriculum.

Departmental reviews have all been completed using the Deep Dive model which includes observations and pupil and teacher voice in alignment with the new Ofsted inspection methodology. There has been a focus on knowledge acquisition, sequencing and progression in the curriculum which reflects the requirements of the new Ofsted framework but these have always been high profile elements of curriculum development at the UAE for the past few years. Some subjects are very clear about their curriculum intent including Humanities, Maths and Dance and the majority of middle leaders are able to articulate both the rationale for their curriculum as well as the knowledge, skills and understanding they want the students to acquire at the end of each unit of work. In Maths, a mastery approach is used and Humanities have a very clear understanding of what they want the students to understand including the substantive concepts they feel are important. The departmental reviews have revealed that sometimes the Head of Department has more clarity about their curriculum intent than other members of the department for example, the Head of Science is very clear about his vision and intent but this hasn't necessarily been shared with the rest of the department.

There is no consistent format required for departmental curriculum overview documents as this would de-skill teachers and they would have less ownership of the process so this is left to individual teachers and departments so they can decide what is best for their particular subject. Significant improvements have been made in the use of vocabulary especially tier 1 and 2 across the academy. This has had clear

impact and the use of high-level vocabulary was evident in nearly all lessons during the learning walk. Curriculum overviews and knowledge organisers have been developed in every subject. Best practice identified in the reviews will be showcased on PD days and adopted across the academy.

There is strategic curriculum intent for the whole academy on the academy website which states: *"Our aim is to provide a high quality education for all our students; an empowering education which prepares them for a rich and fulfilled life. Our curriculum is designed to provide children with the core knowledge they need for success in education and later life and to develop their confidence, their ambition and their sense of social responsibility….At UAE we aim to provide the kind of education that will prepare young people not just to write a good exam, but to live a good life."*

Hannah Dalton oversees the intent and implementation aspects of the curriculum and Jason Philipsz focusses more on issues relating to impact. The two senior leaders work closely together to ensure that assessments are robust and are accurately assessing the knowledge, content and skills being taught. Hannah has met with every department to review their curriculum content and rationale and Jason has also met with them to discuss aspects of assessments.

A formative assessment map has been created which provides an overview of all the modular assessments for each subject and this has been RAG rated. Lots of departments are using diagnostic questioning, spaced retrieval practice and low stakes tests which has led to a reduction in teacher workload as teachers can use this formative assessment information to write their mid-year reports. Assessments are quality assured as part of the deep dive review process and feedback is provided afterwards about any emerging themes, for example, it has been noticed that teachers are not always giving students sufficient time to respond to feedback.

Next term, quality assurance activities will focus on activities relating to formative assessment and compliance with the assessments outlined in the formative assessment map.

Formal lesson observations take place throughout the year as part of a very rigorous process which ensures accurate evaluations are made about the quality of teaching/implementation of the quality of education. The SEF and school development plan have both been updated and the SEF now reflects the new Ofsted framework.

The principal observes all teachers once in the Autumn term, in the Spring term there will be a formative assessment review which will include a check on compliance against the formative assessment map as well as a check on knowledge organisers and how the students are interacting with these or another resource to self-assess their knowledge acquisition. Also in the Spring term there will be a focus on homework. In the Summer term there will a refocus on curriculum and knowledge acquisition with observations done by Heads of Department.

Leaders feel that tracking at KS4 is broadly accurate. Analysis of examination results has been completed by Heads of Department looking at groups and gaps and Heads of Department are expected to justify the content of their curriculum and the examination paper they use.

Interventions are put in place which target gaps and underperforming groups and individuals. Coachbright and Talent-Ed provide mentoring and coaching and during morning tutor times and after school and

timetabled intervention groups are taught by subject teachers. Key core Heads of Department (English and Maths) meet regularly together to look at Basics match and Progress 8 compliance.

The current year 11 cohort are much more focussed than last year's year 11 (they are already 0 .4 ahead of last year) and after the January mock leaders will be in a strong position to give a prediction for their GCSE outcomes.

A2. BEHAVIOUR AND ATTITUDES

Behaviour for learning in lessons is very good and high expectations and positive relationships are evident. There is good use of the E4L system being consistently applied across all subjects. Lesson transition and changeover are well managed and orderly and staff presence is high. Any issues are dealt with and all staff take responsibility for and address behaviour.

Survey data is not yet collected as regularly as it could be in terms of pupil voice – this is an area for improvement that leaders have recognised and plans are in place to collect more feedback more regularly.

There have been no permanent exclusions this term.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	All years
Behaviour incidents	1791	3379	3107	2857	2101	26	4	13268
Achievements	5220	5636	3653	3272	1955	21	0	19757
Behaviour points	1458	2794	2581	2338	1612	27	3	10813
Achievement points	5894	6503	4275	3942	2364	33	0	23011
Number of exclusions	2	7	17	2	4	0	0	32
Total days	2	16.5	43.5	4	15	0	0	81
Maximum duration	1	5	5	3	6	0	0	6

Attendance overall in years 7-13 and in years 7-11 is below the national average. Excluding the sixth form, Year 7 have the highest attendance at 95.79% and year 11 have the lowest attendance at 91.05%. Excluding the sixth form, year 10 have the highest percentage of lates at 4.49% and year 7 the lowest at 1.34%. This is an area that leaders at the academy will continue to focus on to secure improvements in attendance so that it is consistently at least in line with the national average in years 7-11.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	All years
Attendance	95.79%	93.65%	93.49%	93.97%	91.05%	89.37%	84.75%	93.09%
Authorised	2.51%	3.49%	4.07%	2.32%	2.29%	1.87%	3.80%	2.90%
Unauthorised	1.45%	2.51%	2.08%	2.25%	5.32%	5.77%	10.57%	3.12%
PA	11%	25	24%	18%	25%	14%	12%	129%
Lates	1.34%	2.22	3.35	4.49%	3.06%	9.02%	11.06%	3.48%

A3. PERSONAL DEVELOPMENT

A House assembly (water) was observed which was on the theme of human rights with specific reference to Human Rights day on 10th December. The assembly highlighted the four United Nations themes: Education is our weapon, Learning today leading tomorrow, Saving the planet, I'm a girl, what's your superpower? It went on to ask "What is community" and "how does this relate to human rights"? The speaker explored the development from families and bands to states and civilisations. The history of human rights was then set in the wider context of history and the mention of human rights was tracked from the bible, through to philosophers (Aristotle, the Father of Natural Law). It was pointed out that references to human rights at this point only pertained to certain humans i.e. men. Jeremy Bentham was highlighted as someone who described the concept of natural rights as nonsense and espoused utilitarianism. Links were made to the civil rights movement in American and the work of Stokely Carmichael was referenced. Greta Thunberg was mentioned, having recently won the Time magazine person of the year award, as someone who represents a modern philosophy of human rights. The general election was mentioned as was the notion of mass extinctions - the Holocene. There was a period of reflection at the end for students to consider whether they respect the human rights of others.

At the very end of the assembly there was a short presentation from a school council representative who focussed on the environment, working with charities in the local community and emphasised the importance of getting feedback from students about issues around the academy that they feel need to be addressed.

The assembly contributed to the social, moral and cultural development of the students and highlighted their roles and responsibilities as both local and global citizens and the students were exposed to high level language and concepts throughout.

There was a reminder of the approach of the last week of term and rewards week and it was announced that there will be a water house rewards assembly the following Thursday during which prizes will be awarded for most consistent behaviour within the form, 100% positive points, no behaviour points, 100% attendance and a prize given to the form with the best attendance. On Friday 20th the first ever whole school assembly will be held in the sports hall at which House Awards and a Principal's award will be given and there will also be a band and a presentation from the Head boy and girl. A reminder to be on time to lessons and have correct equipment was given at the end followed by an orderly dismissal after which students who were not in full school uniform were detained and were issued with detentions.

Throughout the assembly there was really excellent focus and engagement from all students and they were all listening attentively.

A4. LEADERSHIP AND MANAGEMENT

The SLT are all undertaking the Leadership Matters course and have done 360 degree reviews as part of this. The SLT are all engaged in a journey of self-reflection and improvement and are participating in a variety of education leadership programmes including NPQH and NPQSL.

Some middle Leaders, including the Head of Science and Head of Engineering, require some improvement but there are significant strengths in Art, Music, PE, Computer Science, Maths and Humanities. A new Head of English has recently joined the school and there is currently an Acting Head of MFL who is covering a maternity leave with whom there have been a few issues that have been addressed but may not be able to be fully resolved.

Subject reviews have provided evidence that can be used to put support in place for the Head of Engineering. Both engineering and science are currently being line managed by Annette Moses who is able to hold leaders strongly to account for the quality of provision in their curriculum areas.

Governors are increasingly effective and may require some CPD around the new Ofsted framework and the expectations of governors within that as well as the change of emphasis needed in terms of challenge questions being asked in meetings that focus more on the curriculum and less on outcomes and data. The governors are now an advisory board and both the Chairs of the Advisory Boards also sit on the Trust Board. RNO could deliver some CPD for governors around the new framework and the implications of this for the way they work as a board.

Sustainable long-term change has taken place at the academy and everything that has been put in place is evidence based and has a great deal of integrity. The transformations to the quality of provision brought about by the Principal have been significant and are sustainable in the long term. There has been substantial change evident in every school improvement advisor visit over the last few years and noteworthy improvement in the 5 months since the last visit in the Summer term.

The school development plan is not a static document, rather it is a working document that reflects the academy priorities as they change and develop over the course of the year based on evidence that is gathered through quality assurance and monitoring and evaluation activities.

School development priorities 2019/20 include the following 10 strands:

- **Teaching quality and professional development:** including challenge and engagement in lessons and ensuring that high quality teaching leads to good outcomes
- **Curriculum development:** ensuring that every department has a planned curriculum and that subject leaders can clearly articulate their curriculum intent. Ensuring that every scheme of work is linked to a knowledge organiser which also details tier 2 and 3 vocabulary
- **SEN and EAL development:** for the new inclusion department to be able to support the most vulnerable students effectively and close attainment gaps for SEND and EAL students
- **Student voice, school council, student agency:** seeking more regular opportunities to listen to student voice e.g. through surveys
- **Formative and summative assessment:** developing regular formative assessments for all subjects and developing a system for recording these as well as reducing teacher workload
- **Administration and IT support:** creating an administrative support structure that is fit for purpose with clear lines of accountability
- **Engagement for Learning:** ensuring that all staff apply the E4L system consistently and effectively
- **Year 11 outcomes:** improving outcomes, ensuring interventions are in place, improving examination attendance

- **Year 13 outcomes:** improving A-Level results achieving a minimum of ALPS 5. LV3A in line with n/a
- **Form time:** using form time in a purposeful way which includes a structured programme of PSHE

School Self-Evaluation:

The SEF has been re-written in line with the requirements of the new Ofsted framework.

Leaders are rightly evaluating the academy as securely good in every area. Although there are some areas for improvement in terms of impact, notably KS4 outcomes, the quality of the curriculum in terms of intent and implementation is securely good. The curriculum is a strength of the academy, especially the Day 10 offer. The quality of provision at the academy has improved significantly over the past 3 years and changes made are substantial and sustainable. Actions have led to significant improvements in the Quality of Education and the impact of this will be seen in 2019/20 results and beyond.

Spring 2020

General updates

Sp1. THE QUALITY OF EDUCATION

Intent

Implementation

Impact
Sp2. BEHAVIOUR AND ATTITUDES
Sp3. PERSONAL DEVELOPMENT
Sp4. LEADERSHIP AND MANAGEMENT

Summer 2012

General updates
Su1. THE QUALITY OF EDUCATION

Intent

Implementation

Impact

Su2. BEHAVIOUR AND ATTITUDES

Sp3. PERSONAL DEVELOPMENT

Sp4. LEADERSHIP AND MANAGEMENT

Principal's SEF Judgements:			
	Autumn 19	Spring 20	Summer 20
OVERALL EFFECTIVENESS	2		
Quality of education	2*		
Behaviour and attitudes	2		
Personal development	2		

Leadership and management	**2**		
Sixth Form	**2**		

with the caveat that KS4 outcomes need to improve significantly in 2019/20

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University Academy of Engineering South Bank

GOVERNORS' VISIT FORM

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

Name of Governor: Chris Mallaband

Date of Visit: 14/11/19

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

Meeting with outgoing Head of English

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

Met with Rebekah Lee, Head of English, to discuss her views regarding the support for English in the academy and her experience as a HOD.

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

Rebekah reflected on her experience as Head of English over the last 4 years. She has seen the academy develop incredibly over that period – in her view it has been transformed. She also feels that she has been supported on her journey towards senior leadership – she has appreciated the excellent role models within SLT. She noted the following strengths:

- School context - was in a chaotic set when you joined both at department and whole school level. This is no longer the case because of action taken by the academy leadership.
- She has received excellent support from the school in terms of professional development, external certified qualifications and internal coaching
- She has enjoyed working with a great leadership team and feel that the team has been strengthened during her time at the school
- She has enjoyed working with a Principal who thinks deeply about educational issues and has a very clear educational philosophy that translates into ways of working

Within this very positive context Rebekah noted the following areas where in her view further development is needed:

- Pay scales - big issue. Inconsistencies between staff members - similar pay for dissimilar responsibilities for example. Experience and level of responsibility not being accounted for within the current pay system.
- Teacher workload - key issue is cover. Cover is completed by staff and some staff can do quite a lot of cover.

- HODs need more time to do their job - for example your role is impacted by mentoring commitments to the high number of NQTs in the dept. More planning time is needed for departments
- Day 10 - philosophically like it and support it but question whether it can be afforded when other key areas seem lacking in resources - for example SEND, EAL and support for literacy
- Concerned about assessment model at KS3 and whether it provides the information needed for parents and students
- Behaviour systems have been effective in bringing about a huge improvement in behaviour but want to see more strategies for repeat offenders. Also concerned about the quality of the detention system and wonder why greater use isn't made of tiered daily reports.
- More chance need for staff to give their views about key issues, strategies etc. More responsibilities for the middle leaders to be key in driving the school forwards.
- Culture of praise and recognition needs further developing – although significant development has happened and is being led by Hannah.

Aspects I would like clarified/questions that I have/actions for the academy to consider:

Are the points for development raised by Rebekah shared by other middle leaders?

Actions for the school advisory board to consider:

Any other comments/ideas for future visits:

Signed: Chris Mallaband   **Date:** 6/1/20

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

University Academy of Engineering South Bank

GOVERNORS' VISIT FORM

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

Name of Governor: Chris Mallaband

Date of Visit: 14/11/19

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

The Department Review or "Deep Dive" process

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

Met with Annette Moses VP to discuss the review process.

Observed a meeting between John Taylor and the Head of Maths that was part of the process.

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

The review process is detailed, well planned and thought through and is likely to have a high impact on improving the quality of provision in the academy. It is a comprehensive and thoughtful review that helps the department to reflect on strengths and areas for development. I would characterise it as outstanding practice.

The reviews take place in the late Autumn term in a concentrated period time which means that a lot is learned by SLT within a short space of time.

The review process is planned by the VP (T&L) but each one is led by the appropriate member of SLT with line management responsibility for the relevant department.

Reviews consist of:

Observations of each teacher in the department – written and verbal feedback given
Book scrutiny
Analysis of schemes of work/learning
Interviews with students
Discussion with HOD

The reviews follow the analysis of results and meetings between each HOD and the Principal held earlier in the term.

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The review process is fully described using online forms that reduce the administrative burden on SLT and HODs.

On completion of the review process the SLT writes a short report summarising strengths, areas for development and expectations for actions. The expectation is that the action points will feed into the Department Improvement Plan.

The appraisal process is also linked in with the departmental review with a key target for each HOF being the achievement of the actions identified in the review process.

The discussion between the Principal and HOD was impressive as it was an informed professional conversation about scheme of work and the way that Maths is sequenced etc. In my experience although you might expect these sorts of conversations to be common, they aren't! This process ensures that they are taking place and seems to me that both "sides" win – HOD and SLT.

Aspects I would like clarified/questions that I have/actions for the academy to consider:

Timing of the reviews.

Concern that plans are only complete by the start of term 2 – could the process be brought forwards so that plans are in place for the outset of the new academic year?

Actions for the school advisory board to consider:

Taking part as observers in the process is a good thing for all SAB members to consider doing.

How should the review documents be reported to the SAB?

Any other comments/ideas for future visits:

Signed: Chris Mallaband   **Date:** 14/11/19

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

University Academy of Engineering South Bank

GOVERNORS' VISIT FORM

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

Name of Governor: Chris Mallaband, Safia Barikzai, Veronica Allen

Date of Visit: 17/01/20

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

Quality of Student Behaviour

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

Observation of assembly – academy culture
Discussion with Principal and SLT
Observation of lack of engagement room
Observation of isolation room
Meeting with Heads of House
Meeting with a group of teachers
Observation of break time
Meeting with a group of students
Feedback and discussion with SLT

What we learned as a result of our visit? (relate this back to focus of visit)

Staff and student groups both agreed that behaviour was OK and that the key issue is one of low-level disruption. Students felt that there was a lack of consistency between staff and different lessons – in some situations there is no poor behaviour and a very disciplined atmosphere whilst in other settings there is a lot of poor behaviour and a lack of clear boundaries.

Staff were supportive of the new focus on developing a positive learning culture at the academy – so far an extended session has been part of the recent INSET day and assemblies have been delivered to all students. These have been well received – the assembly that we observed was one of these assemblies and it was clear, well delivered and very thoughtful.

Staff understand that the development of a new academy culture will be challenging – they felt that it is worth reflecting on the distance already travelled by the academy in a short space of time so that all know that the new changes can be achieved – just requires determination!

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One member of staff voiced the view that the big change needed is related to the "values" of students and how students value their education. They agreed that there needs to be an increased focus on characterising positive behaviours and making sure that positive behaviour is modelled by all staff. They recognised that some behaviours by teachers will need to change to ensure greater consistency.

A relatively new member of staff said that that they really liked being in a school that listened to them – in contrast with the experience they had at the first school they worked in.

Head of House group were frustrated by the way that they felt that dealing with poor behaviour was "left to student services". They felt that there needed to be greater individual responsibility taken by teachers – for example in phoning home. They also expressed frustration that they often did not get the information they needed from teachers regarding behaviour/performance of students that they needed for meetings with parents – they felt this betrayed a lack of concern or understanding of the role that Heads of House play.

Heads of House also expressed concern about issues of pay and reward and were frustrated that due to their extra-curricular activities they had been unable to attend some key meetings relating to the issue. One expressed a concern that staff morale was not as good now as it had been in the past – more social activities needed for example.

Heads of House felt unsure how their insights into student behaviour and teaching qualities can be shared so that they are appropriately fed back into discussions about teaching and learning.

Behaviour at break time was OK and supervision was good – there were a high number of staff on duty and all were interacting with students and fulfilling their duty in an active way. Some negative behaviours were observed – "ragging" each other, running about, loud behaviour – shouting and shrieking. Good to see the high number of students using the library – particularly seemed to attract younger aged students – atmosphere was calm and appropriate.

Lack of engagement room seemed to be working well. The new system of students making their own way to the room seemed to be working. However, there were a lot of students (20+) in the room and it was only period 1. Almost all the students in the room were make – only one female student present.

Isolation room also seemed to be working well and the new member of staff in charge seemed to have the right balance between a disciplined atmosphere and a care for individual needs and learning – she is trained/experienced in SEND and working with Autism. Could she benefit from having the opportunity to track some of the students she knows as hey make their way in mainstream lessons? We were not clear how the amount of time a student spends in the isolation room is monitored and how students are protected from spending too much time there – this is an issue in the media at the moment and it would be goof to have a very clear system in place that tracks time spent in the room by individual students.

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All groups agreed that there was a greater inconsistency in student behaviour on Day 10 – clearly dependent on the nature of the activity, the academy staff involved and the setting. The students in Year 10 felt that the increased connection between activities on Day 10 and their GCSE courses was positive and had helped them see Day 10 as useful. Staff agreed that there was the need to share more information between academy staff and providers of Day 10 activities and also the need for providers to be empowered to use same systems of sanctions and rewards with students.

Aspects I would like clarified/questions that I have/actions for the academy to consider:

Are there targeted strategies used to help improve behaviours of key groups – for example boys? Are behaviour data used to inform group level actions?

How are the insights on use of behaviour systems by teachers fed back into discussions about teaching quality?

Are the Learning Walks having an impact in increasing the consistency of staff behaviours?

Are staff struggling with addressing issues of low level disruption getting the support they need?

How can the long-term cultural change strategy be continually energised and refreshed so that it can have the desired sustainable positive impact over an extended period of time?

How can student behaviour on Day 10 activities be further improved? How is student behaviour/engagement being monitored during Day 10? Are the rewards and sanctions being applied in the same way as the normal school day? can student behaviour on Day 10 activities be further improved and what shape would this take?

Can all stakeholders be included in the cultural change strategy – governors, trust, parents etc.?

Actions for the school advisory board to consider:

What information about student behaviour should be reported to the SAB? Suggest that something on referral room and isolation room use is reported and tracked.

Any other comments/ideas for future visits:

Signed: Chris Mallaband   **Date:** 17/1/20

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