

## Meeting of the South Bank Engineering UTC Local Governing Body (Planning and Review)

\*5.00 - 6.30 pm on Wednesday, 5 July 2017  
in South Bank Engineering UTC, 56 Brixton Hill SW2 1QS

\*3:30 - 4.45 pm *PREVENT Training – protecting children from radicalisation*  
*Provider: Lambeth Prevent Programme*

### Agenda

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
1.	Welcome and apologies		RB
2.	Declarations of interest		RB
3.	Minutes of previous meeting	3 - 6	RB
4.	Matters arising	7 - 8	RB
	To include update on:		
	• Student recruitment numbers		
 <b><i>Items to approve</i></b>			
5.	UTC Development Plan & Self Evaluation Form	To Follow	DC
 <b><i>Items to discuss</i></b>			
6.	Staff recruitment	9 - 12	DC
7.	Student attainment and progress	13 - 16	DC
8.	Positioning of UTC	17 - 18	DC
 <b><i>Items to note</i></b>			
9.	2018 Meeting Calendar	19 - 20	PS
10.	Any other business		RB

**Date of next meeting**  
**5.00 pm on Wednesday, 20 September 2017**

**Members:** Rao Bhamidimarri (Chair), Ian Brixey, Dan Cundy, Natalie Ferer, Richard Parrish, Tony Roberts, Suzanne Williams, Joanne Shand, Ruth Smith and Joanne Young

**Apologies:** Ed Arthur

**In attendance:** Dan Smith and Pervena Singh (Clerk)

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**Minutes of the meeting of the South Bank Engineering UTC Local Governing  
Body  
held at 4.30 pm on Tuesday, 16 May 2017  
London South Bank University, Technopark Building, 90 London Road,  
London, SE1 6LN**

**Present**

Rao Bhamidimarri (Chair)  
Ed Arthur  
Ian Brixey  
Dan Cundy  
Natalie Ferer  
Richard Parrish  
Tony Roberts  
Joanne Shand  
Ruth Smith  
Joanne Young

**Apologies**

Sarah Gordon

**In attendance**

Dan Smith  
Pervena Singh (Clerk)

**1. Welcome and apologies**

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

The Chair extended his apologies to the governors for the short notice rescheduling of the local governing body (LGB) meeting, which was originally scheduled to be held on Wednesday, 17 May. The governors noted the rearrangement was due to the clash with another event and several governors were unable to attend.

The Chair informed the governors of the resignation of Karen Adewoyin, who has been seconded as a Deputy Director of Workforce at Lewisham and Greenwich NHS Trust, the Chair welcomed Joanne Shand to the LGB as her successor.

**2. Declarations of interest**

No governor declared any conflict of interest in any item on the agenda.

**3. Minutes of previous meeting**

The LGB approved the minutes of the meeting of 15 March 2017.

#### 4. **Matters arising**

The LGB discussed the pending matters of the previous meeting;

Agenda item 5 – break down of grant money, the Business Manager confirmed this matter to be captured within the budget which is currently still under review.

All other actions had been completed.

#### 5. **South Bank Academies update**

The CEO provided the LGB with a verbal update from South Bank Academies the multi-academy trust, of which the UTC forms a part. The update included an overview on the consistency of MAT and school policies, pay scales and procedures.

The CEO provided an update on current matters at each of the schools, including the Ofsted visit and the recruitment of a new Principal at the Academy, and recent challenges with the new UTC building.

#### 6. **Principal's report**

The LGB were presented with the key headlines from the Principal's report, which included the quality of teaching, learning and assessment, personal development behaviour and welfare, outcomes for children and learners, and effectiveness of leadership and management.

The LGB discussed the quality of teaching and learning, and assessment, which was reported as being good overall, though a few inconsistencies were being actively addressed. The Principal confirmed that every Friday morning a learning and teaching meeting is held to help encourage departmental collaboration.

The Principal reported that the UTC is continuing to support staff members who have shown an interest in becoming a qualified teacher. The committee noted that the staffing structure for the new term will be included as part of the budget for approval by the South Bank Academies Board on 11 July 2017.

The LGB discussed the personal development, behaviour and welfare of students, and noted that attendance still remains below target.

The LGB were presented with the information on the outcomes for children and learners and discussed the overall strong performance in many of the of the subject groups. Governors requested greater visual data to provide clarity and guidance to track progress of student results.

The LGB discussed level 3 pathways, and suggested a number of ideas for limiting the risk associated with the progression of UTC students who are below the attainment grade for entry into the UTC 6<sup>th</sup> form.

The LGB commented on the data available within the borough for the number of A-level students dropping out, and it was requested that the Principal consider the figures into his future planning.

The LGB further noted the number of fixed term exclusions. The committee were reminded that due to current student numbers each student represents 3% of the cohort. The governors questioned the effectiveness of exclusions and it was reported that the UTC's exclusion system is used to maintain the high expectations of students in line with the UTC's educational plan, and in time the number of exclusions is planned to fall to zero. The LGB discussed the need for the whole school community to support the sanctions put in place, which can sometimes be challenging for parents.

The LGB discussed the health of staff and the general wellbeing of the management team, and encouraged the Principal to use LSBU's wellbeing and mindfulness training, for UTC staff.

#### **7. DfE visit feedback**

The LGB were presented with the Department for Education (DfE) report following its visit to the UTC on 8 March 2017. The report covers strategic planning, governance and leadership, curriculum, teaching and learning, student care, support and safeguarding, education planning standards, and progress tracking.

The Principal reported that a detailed action plan has been developed to assist the UTC to strengthen areas requiring improvement.

It was noted that the CEO and Chair of the Learning and Teaching Committee spoke with the lead inspector at the end of the inspection, who raised a few concerns which are in the report.

The Principal drew attention to the DfE's increased concern of the difficulties facing UTCs nationally, and further noted that he has been asked to publicly share his experiences with other newly opening UTCs.

#### **8. Self-evaluation form & 3 year plan**

The LGB noted the UTC's self-evaluation form and 3 year plan. The report covered the UTC's overall effectiveness, effectiveness of leadership and management, quality of teaching, learning and assessment, personal development, behaviour and welfare and outcomes of pupils.

The LGB were encouraged to comment on the report.

#### **9. March 2017 financial management report**

The LGB noted the March 2017 financial management report, which forecasted a surplus of £250k against the budgeted surplus of £378k.

A draft budget for 2017/2018 was tabled which provided assurance to the governors that the budget preparation is on track.

The LGB noted that a tender process was underway for IT services for all schools which form part of the South Bank Academies multi-academy trust.

The LGB discussed the prospective clawback for the budget and predicted intake of students based on the present number of applications received.

The LGB were also made aware of a scheme coordinated by the Baker Dearing Educational Trust to start a marketing campaign for UTCs.

**10. Discussions at subcommittees**

The LGB noted the key discussions at the Learning and Teaching and Finance and General Purposes committee meetings. The links to the supporting papers of each meeting were available to governors.

**11. Governor visits**

As set out in the Scheme of Delegation, governors of the LGB were encouraged to visit the school termly. The committee noted that a few visits had taken place since the last meeting and visitors' reports would be circulated to the Principal and Clerk in due course.

**12. Any other business**

The CEO informed the LGB of the resignation of the South Bank Academies Chief Financial Officer/ Business Manager, who is scheduled to depart in July 2017.

The Chair thanked him on behalf of the LGB, for his continuance support, dedication and contribution to both schools and the Trust.

The LGB noted that recruitment planning was underway for his replacement.

**Date of next meeting  
4.30 pm, on Wednesday, 5 July 2017**

**Confirmed as a true record**

..... (Chair)

**SOUTH BANK ENGINEERING UTC LOCAL GOVERNING BODY - TUESDAY, 16 MAY 2017  
ACTION SHEET**

<b>Agenda No</b>	<b>Agenda/Decision Item</b>	<b>Action</b>	<b>Officer</b>	<b>Action Status</b>
6.	Principal's report	Governors requested greater visual data for students' performance and the incorporation of a tracker to provide guidance on the progress of students' results.	Dan Cundy	To do.

**WEDNESDAY, 15 MARCH 2017 - ACTION SHEET**

<b>Agenda No</b>	<b>Agenda/Decision Item</b>	<b>Action</b>	<b>Officer</b>	<b>Action Status</b>
5.	January 2017 financial management report	The LGB requested a breakdown of the £200k grant money to demonstration where money will be apportioned.	Dan Smith	On-going, to be included within the budget process.

**WEDNESDAY, 30 NOVEMBER 2016 - ACTION SHEET**

<b>Agenda No</b>	<b>Agenda/Decision Item</b>	<b>Action</b>	<b>Officer</b>	<b>Action Status</b>
4.	Matters arising	South Bank Academies' Scheme of Delegation and list of policies for LGB approval to be circulated to governors.	Pervena Singh	Scheme of Delegation, as approved by the Board of Directors has been circulated to all local governors.  Policies for Trust, LGB and Principal approval, including frequency of review is currently in progress and will be circulated to governors on completion.

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	CONFIDENTIAL
Paper title:	Staff recruitment
Board/Committee	South Bank Engineering UTC Local Governing Body
Date of meeting:	5 July 2017
Author:	Dan Cundy, Principal
Purpose:	To update the Local Governing Body on current staff recruitment plans at the UTC.
Recommendation:	To discuss

## Executive Summary

The LGB are asked to note the current staff recruitment plans for the new term at the UTC and the vacancies which are still to be filled.

None of the UTC's teaching staff resigned at the end of Spring or Summer terms, so we carry forward all our teachers. This is excellent news, supporting our bid for high quality, consistent teaching and is in line with our focus on supporting and developing staff in-house.

In anticipation of two new student cohorts in 2017-18 and to ensure maximum efficiency and effectiveness, an increased staff headcount has been planned for and recruited to. This recruitment process has been challenging at times with the result that some roles are as yet unfilled, although the UTC has a clear and coherent strategy over the coming weeks.

## Teaching staff roles

The teaching staff complement has been based on most likely case forecasting which consists of

Year 10 = two classes

Year 11 = two classes

Year 12 = six classes, including 1x level 2; 2x technical route; 3x academic route

Year 13 = four classes including 2x technical route and 2x academic route

Role	Name	Comments
Teacher of English	Ellie Keightley	Currently an English learning support officer at the UTC. Will follow a pathway to qualification in-house.
Teacher of Engineering	Luca Pasini	Currently technical support officer at the UTC. Will follow a pathway to qualification in-house.
Teacher of Engineering	Vacancy	Currently being advertised on TES, through Russell Group university links and through personal networks. One strong applicant to

		date.
Teacher of mathematics	Vacancy	Had appointed Berit Ahmed, who rescinded acceptance in light of change in family circumstances. Currently advertised. Strong applicant for a January 2018 start; interim role to be filled by Sylvanus Wormenor.
Teacher of mathematics	Vacancy	Had appointed Mohamed Almali, who reneged on signed contract in the face of a higher salary offer from current school, Crest Academies. Currently advertised. Second strong applicant for January 2018 start; applicant for September start.
SENDCO/ Teacher of chemistry	Abigail Savoy	Initially appointed as 0.6 SENDCO; biochemistry specialist will also deliver 0.4 chemistry to fill requirements.
Teacher of computer science 0.4	Vacancy	Currently advertised. Applications including one strong application received.

Teaching of PE is very likely to continue with current arrangements, whereby the UTC buys into a service level agreement with Trinity, who have spare PE capacity.

### Support staff roles.

New roles

Role	Name	Comments
Marketing and Communications Manager	Jacqui Collins	Currently Communications Manager on 12 month contract. New role incorporating admissions and HR function and potentially UAE involvement.
Finance Officer	Natasha Padmore	Currently Front Desk Officer. New role incorporating finance administration and attendance administrative function.
Data and Examinations Manager	Vacancy	Currently advertised. Strong application received on personal recommendation.
Front Desk Officer	Apprenticeship vacancy	To be recruited to.
Pastoral Support Manager – Key Stage 5	Sonya Waller	Currently Pastoral Manager on 12 month contract. New role incorporating key stage responsibility, careers and pathways dimension.
Pastoral Support Manager – Key Stage 4	Delma Russell	Currently Pastoral Support Officer on 12 month contract. New role incorporating key stage responsibility and careers and transition dimension.
Pastoral Support Assistant	Vacancy	Currently advertised. New role to assist with pastoral and lesson cover capacity.
Learning Support	Han-Sun	Previously a teacher of maths at the UTC.

Officer – Maths	Park	
Learning Support Officer – English	Vacancy	Currently advertised. To replace Ellie Keightley.
Senior Technical Support Officer	Vacancy	Currently advertised. To replace Luca Pasini.
Technical Support Officer – Science 0.6	Vacancy	Currently advertised.

The UTC is also procuring site supervisory, cleaning and catering staff through contracts at Trust level. Additionally, the UTC will be buying in two days per week of Yipiyap gap year student support for English and maths to extend the curriculum support capacity.

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	CONFIDENTIAL
Paper title:	Student attainment and progress
Board/Committee	South Bank Engineering UTC Local Governing Body
Date of meeting:	5 July 2017
Author:	Dan Cundy, Principal
Purpose:	To update the Local Governing Body on students' attainment and progress.
Recommendation:	To discuss

## Executive Summary

The previous set of performance data presented to governors was Spring 2. The dataset below was generated in Summer 1, with Summer 2 data to be collected imminently and comprising the outcomes from formal end of year in-house examinations. Spring 2 and Summer 1 data are comparable as the same cohort of students was present for both year groups for both data entry points. The same will not be true for Summer 2 data, with two Year 10 students having departed. Performance based on Summer 1 data entry is positive for both cohorts, with significant areas of strength and some areas requiring specific focus.

## Student performance data – Year 10

Professional Prediction data is as follows for Summer 1, with Spring 2 for reference. Targets in blue columns represent a slight re-working of previous targets in reflection of two new additions to the cohort. Targets are based on the assumption that all students make good (but achievable) levels of progress from the end of Key Stage 2 to the end of Key Stage 4. Stretch targets are based on very challenging progress models. Two sets of data are presented below by subject: average grade, which represents progress against targets; and the proportion of students achieving grade 5+, a key determinant for 6<sup>th</sup> form admissions.

<b>Year 10 - 2018</b>	Spring 2 2017 professional prediction	Difference to target	End of course target	New stretch target from Spring 2	Summer 1 2017 professional prediction	Difference to target
Attainment 8 overall average	53.97	1.37	52.64	63.29	56.69	4.05
Progress 8 overall average						
English average grade	5.22	-0.11	5.33	6.33	5.39	0.03
Maths average grade	5.42	0.14	5.25	6.25	6.5	1.25
Science average grade	5.3	0.2	5.25	6.25	5.53	0.28
Computing ave grade	5.14	-0.16	5.31	6.31	5.19	-0.12
Engineering ave grade	5.94	0.69	5.25	6.25	5.64	0.39
English 5+ %	75%	-14%	89%		75%	-14%
Maths 5+ %	67%	-19%	86%		92%	6%
Science 5+ %	58%	-28%	86%		67%	-19%
Computing 5+ %	80%	-9%	89%		70%	-19%
Engineering Pass+ % (reported as Grades 1-4)	100%	0%	100%	100%	100%	0%
Engineering Merit+ % (Grades 5-6)	44%	-42%	86%	97%	78%	-8%
Engineering Distinction+ % (Grades 7-9)	12%	1%	11%	28%	33%	22%

Highlights of this improving dataset include

- Average grades rising in all subjects other than engineering, which is already performing very positively
- A reverse in English from fractionally underperforming to achieving fractionally over target: a real achievement given the UTC intake
- A significantly improved average grade and 5+ grade in maths
- An improvement in the proportion of students achieving grade 5+ in all subjects other than English which has remained static
- A significant improvement in the proportion of students predicted to achieve distinction grades in engineering

Areas for development continue to include ensuring computing average grade reaches target, notwithstanding challenges in this new and often difficult subject and on ensuring a greater proportion of students achieve at least grade 5 in English and maths.

## Year 10 performance by group

<b>Spring 2</b>	Attainment 8 min expected	Attainment 8 Spring 2 PP	Difference to min exp			<b>Summer 1</b>	Attainment 8 min expected	Attainment 8 Spring 2 PP	Difference to min exp
All pupils	52.6	53.97	1.37			All pupils	52.6	56.69	
High prior attainers	64.9	63.9	-1			High prior attainers	64.9	67.71	2.86
Middle prior attainers	52.2	53.5	1.3			Middle prior attainers	52.2	56.25	4.04
Low prior attainers	37.6	42.4	4.8			Low prior attainers	37.6	43.4	5.8
Boys	53.5	54	0.5			Boys	53.5	56.7	3.2
Girls	47.6	53.7	6.1			Girls	47.6	56.8	9.2
Black Caribbean	52	51.7	-0.3			Black Caribbean	52	55.1	3.1
Black African	51.2	56.4	5.2			Black African	51.2	58.3	7.1
White British	52	51	-1			White British	52	50.1	-1.9
Disadvantaged	52.7	51.4	-1.3			Disadvantaged	52.7	54.1	1.4
Non-disadvantaged	52.6	55.8	3.2			Non-disadvantaged	52.6	58.6	6
More able disadvantaged	64.7	67	2.3			More able disadvantaged	64.7	72	7.3
SEND	50.3	49.4	-0.9			SEND	50.3	47.8	-2.5

In Spring 2, performance by group indicated five groups not reaching target, including Disadvantaged achieving scores furthest from targets. By Summer 1, all but two of these groups had achieved positive residuals. It is important to note that given the small cohort size, none of the student groups is statistically significant in terms of Ofsted analysis. Understanding of group performance is key even if the main levers to improve performance mainly involve working with students on an individual basis. It is also important to note that the performance of individual students can exert a skew on the performance of several groups at once: for example in the case of the underperformance of a White British, SEND, disadvantaged boy.

Summer 1 performance indicates areas of very strong performance amongst girls (although note this is in relative terms given weak prior attainment scores), Black African and more able disadvantaged students. Underperformance of White British and SEND is of concern, although much of this underperformance is related to one student, now permanently excluded.

## Year 12

Summer 1 professional prediction data is presented below in relation to Spring 2 data.

Year 12 - 2018						
	Min exp target	Spring 2 prof pred	Spring 2 2017 diff to target	Min exp target	Ssummer 1 prof pred	Summer 1 2017 diff to target
Maths A A*-E %	100%	100%	0	100%	100%	0
Maths A A*-C	61	58	-3	61	65	4
Maths A A*-A	4	4	0	4	19	15
Chemistry A A*-E	100	100	0	100	100	0
Chemistry A A*-C	67	83	16	67	83	16
Chemistry A A*-A	0	0	0	0	0	0
Biology A A*-E	100	100	0	100	100	0
Biology A A*-C	67	100	33	67	100	33
Biology A A*-A	0	33	33	0	33	33
Physics A A*-E	100	100	0	100	100	0
Physics A A*-C	57	29	-28	57	64	7
Physics A A*-A	0	0	0	0	0	0
Computing A A*-E	100	100	0	100	100	0
Computing A A*-C	50	69	19	50	39	-11
Computing A A*-A	0	0	0	0	0	0
	Min exp target	Spring 2 prof pred	Spring 2 2017 diff to target	Min exp target	Ssummer 1 prof pred	Summer 1 2017 diff to target
Engineering Ext Dip PPP+	100	100	0	100	100	0
Engineering Ext Dip MMM	25	38	13	25	69	44
Engineering Ext Dip DDD+	0	18	18	0	25	25
Engineering Sub Dip P+	100	100	0	100	100	0
Engineering Sub Dip M+	100	100	0	100	100	0
Engineering Sub Dip D+	78	63	-15	78	91	13

In line with previous data, the prediction is for all students to pass all courses at A level or BTEC level 3. Improvements since Spring 2 include

- a large increase in the proportion of students predicted to achieve an A\*-C grade in physics
- a now positive residual in maths A\*-C grades
- improvement in maths A\*-A grades
- a large increase in engineering subsidiary diploma Distinction + grades, now 13% above target
- improvement in engineering extended diploma Merit + students

Areas for further development will focus on the decline in predicted numbers of students achieving A\*-C in computer science.



	CONFIDENTIAL
Paper title:	Positioning of UTC
Board/Committee	South Bank Engineering UTC Local Governing Body
Date of meeting:	5 July 2017
Author:	Dan Cundy, Principal
Purpose:	To provide the Local Governing Body an overview on the importance of brand positioning for UTCs.
Recommendation:	To discuss

## Positioning of UTC

It is important for the UTC to get its brand positioning right. Brand positioning is (EquiBrand Consulting) ‘the conceptual place you want to own in the target consumer’s mind — the benefits you want them to think of when they think of your brand. An effective brand positioning strategy will maximize customer relevancy and competitive distinctiveness, in maximizing brand value.’

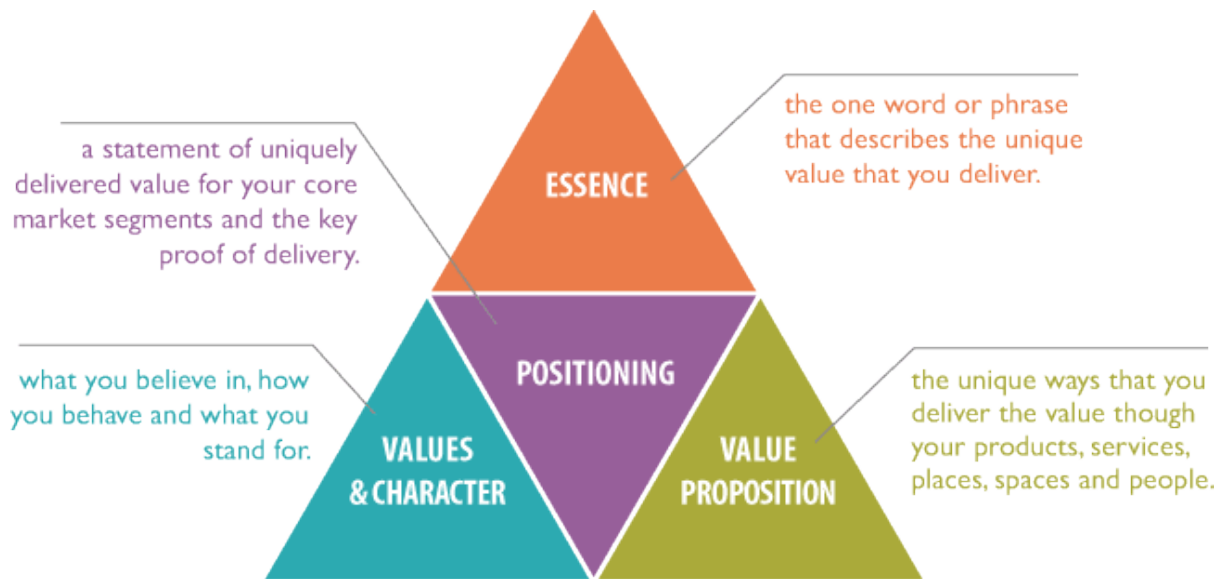
It is vital that the UTC has a clear vision and mission. This must be able to be communicated simply and effectively. The UTC’s values must be clearly articulated in harmony with the vision. Finally, the UTC’s value proposition – its unique selling points and value added, must be communicated to potential students and their families alongside wider stakeholders. Brand positioning for the UTC may be differentiated for Year 10 and Year 12 intakes.

In line with the diagram below (Brand Strategy Framework), the UTC has elements of its positioning working together as follows:

Values and character: we aim to deliver an outstanding education with high academic standards in a technical context. We have a major focus on developing students’ skills and employability such that they may thrive in the future economy.

Value proposition: in addition to rigorous academic courses, the UTC makes powerful use of its outstanding buildings and facilities as well as its university and industry partners. Innovation in technology and project-based learning drive progress and prepare students for the challenges of the future economy.

## Essence: School Plus



The UTC recruits half its intake each year at a non-traditional transfer point: the start of Year 10. In order to secure sufficient applications to ensure financial viability over time and to ensure the quality of applications to ensure strong outcomes, the UTC needs to determine and communicate its brand position. Positioning to Year 10 is distinct to Year 12 partly due to the decision-makers being parents and partly due to the demands of students in Key Stage 4.

Central to the positioning of the UTC to families of potential Year 10 students is the ability to create dialogue with parents, as they are the primary decision-makers. Areas of focus in messaging to parents of potential Year 10 are:

- Narrow, technical curriculum with high academic standards
- Focus on employability and the future demands of the economy
- High quality, personalised pastoral care
- University and industry links to give students skills and experience
- Innovation in the use of technology
- Outstanding facilities and resources

With the Year 12 cohort, the primary decision-makers are normally the students themselves. Messaging to them takes place using different channels and includes these key areas of focus in addition to those above:

- High quality guidance and support for university access
- Brokered pathways into apprenticeships at higher level
- Professional, employability-focused way of working
- Access to opportunities including work placements and competitions

	CONFIDENTIAL
Paper title:	2018 Meeting Calendar
Board/Committee	South Bank Engineering UTC Local Governing Body
Date of meeting:	5 July 2017
Author:	Pervena Singh, Clerk
Purpose:	To note the LGB and subcommittee meeting dates for 2018.
Recommendation:	To note

<b>LGB and sub-committee meetings 2017/2018</b>	
<b>FGP and L&amp;T</b>	<b>LGB (including Student Welfare)</b>
<b>Term 1</b>	
	<b>20 Sep 2017</b> 5.00 – 6.30 LGB (planning & review)
<b>22 Nov 2017</b> 3.30 – 5.00 L&T 5.00 – 6.00 FGP	<b>6 Dec 2017</b> 4.00 – 4.30 Head of Dept presentation 4.30 – 6.00 LGB
<b>7 Feb 2018</b> 3.30 – 5.00 L&T 5.00 – 6.00 FGP	<b>7 March 2018</b> 4.00 – 4.30 Head of Dept presentation 4.30 – 6.00 LGB
<b>11 April 2018</b> 3.30 – 5.00 L&T 5.00 – 6.00 FGP	<b>15 May 2018</b> 4.00 – 4.30 Head of Dept presentation 4.30 – 6.00 LGB
<b>Term 2</b>	
	<b>19 Sep 2018</b> 5.00 – 6.30 LGB (planning & review)
<b>10 Oct 2018</b> 3.30 – 5.00 L&T 5.00 – 6.00 FGP	<b>7 Nov 2018</b> 4.00 – 4.30 Head of Dept presentation 4.30 – 6.00 LGB
<b>2019 Dates TBC</b>	

## 2018 School terms and holidays - Lambeth & Southwark

Spring term	
Half term	10 Feb – 18 Feb (inc)
Summer	
Half term	26 May – 03 Jun (inc)
Autumn term	
Half term*	20 Oct – 28 Oct (inc)

\* Estimate