

Meeting of the University Academy of Engineering Local Governing Body

4.30 - 6.00 pm on Wednesday, 15 November 2017
in University Academy of Engineering - Trafalgar Street, London SE17 2TP

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
Items to discuss			
5.	Principal's Report <ul style="list-style-type: none"> • School KPIs • Student related data 	9 - 20	JT
6.	Schools Development Plan	21 - 86	JT
7.	Self Evaluation Form	87 - 108	JT
8.	Review parent, staff & pupil survey results	109 - 110	JT
9.	Parent Governor Update	Verbal Report	RB
Items to note			
10.	Update from MAT Board	Verbal Report	RB
11.	Governors visits	111 - 112	AE
12.	Reports on decisions from subcommittees	113 - 114	AE
13.	Local school risk register	115 - 116	JT
14.	UAE Internet safety report	117 - 118	JT
15.	Finance management report	119 - 120	CV
16.	Register of business interests	121 - 124	AE

Date of next meeting
4.00 pm on Wednesday, 14 March 2018

No. Item Pages Presenter

Members: Rao Bhamidimarri (Chair), Natalie Ferer, Karen Fowler, Steve French, Samantha Jury-Dada, Lesley Morrison, Tony Roberts and John Taylor

In attendance: Claire Viner and Alexander Enibe

**Minutes of the meeting of the University Academy of Engineering Local
Governing Body (Planning and Review)
held at 5.00 pm on Wednesday, 13 September 2017
University Academy of Engineering - Trafalgar Street, London SE17 2TP**

Present

Rao Bhamidimarri (Chair)
Michael Broadway
Natalie Ferer
Karen Fowler
Steve French
Lesley Morrison
Tony Roberts
John Taylor

Apologies

Samantha Jury-Dada

In attendance

Pervena Singh
Claire Viner

1. Welcome, introductions and apologies

The Chair welcomed the governors to the first planning and review meeting for the new academic year 2017/18. The above apologies were noted.

The Local Governing Body (LGB) welcomed the new school Principal John Taylor and Claire Viner South Bank Academies Business Manager.

2. Declarations of interest

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

3. Minutes of previous meeting

The LGB approved the minutes of the meeting of Tuesday, 18 July 2017.

4. Matters arising

The LGB noted that the matter arising in item 7 student progressions, from the previous meeting will be highlighted during the meeting.

All other matters arising will be discussed at the upcoming business as normal LGB meeting in November.

5. Exam and assessment results

The LGB discussed the exam and assessment results report. It was reported that 77% of students were making better or expected progress towards their target grades, which is a 2% increase from last module.

The LGB were made aware that the overall trends of across all subjects in year 7 and 8 have shown significant rapid improvement.

The LGB deliberated on the need for a system to measure teachers' progression, specifically in relation to module assessment models and module tests. The LGB discussed the need for teachers to consider wider and comprehensive data for setting target grades in light of the new GCSEs model.

6. UAE development plan & self-evaluation form

The LGB discussed the school's development plan and self-evaluation form (SEF). The LGB noted that the school's development plan has been created on the Ofsted framework and inspection criteria, providing a robust performance measure. The Principal confirmed that work will be undertaken by the Senior Leadership Team (SLT) to update the document before the end of term.

The LGB noted that the development plan required greater linkage to the SEF report and to feedback received from the recent Ofsted inspection. It was report that expansion to the development plan will provide stronger data measures and will transform the plan into a comprehensive data dashboard so governors can easily monitor progress.

The LGB noted that the review of the development plan will include feedback and suggestions from the CEO and the LGB and will closely link to the South Bank Academies' strategy. The LGB was assured that both the development plan and the SEF are regularly discussed at weekly SLT meetings.

7. Student recruitment update

The LGB were presented with an update on student recruitment as at Thursday, 7 September 2017. The LGB discussed the presented figures for total students from Year 7 to Year 13.

The LGB noted that Year 7 at full capacity could hold 150 students, currently Year 7 has 139 students.

The LGB noted that there has been no increase to Year 10 numbers, and it was reported that the total number of students of 98 is unlikely to increase, as it is difficult to recruit students for this year group.

The LGB noted that the total number of students in Year 13 is 24 which was the same total for the previous Year 12. The LGB noted that all Year 12 students progressed successfully in to Year 13.

The LGB discussed the upcoming open evenings and governors were encouraged to attend.

8. Staff recruitment and staff training

The LGB discussed the staff recruitment and staff training paper, and noted the outgoing staff, incoming staff, and programmes for staff training.

The LGB were informed on early stage discussion for restructuring the student services and the SCN, further information to be provided to the CEO for discussion. The principal reported the need to review the SCN structure due to a heavy agency staff presence.

The LGB queried the appointment of one engineering teacher appointment and questioned whether more were required. It was reported that there are enough teachers for engineering and design to support the curriculum.

The LGB discussed staff training and noted the two day training programme for staff which included topics such as future planning, corridor behaviour, creating culture etc. Governors were encouraged to visit the school and provide feedback on corridor behaviour.

The LGB were provided with a short presentation on professional learning community used to support professional development of staff, and encourages staff to setting targets.

9. Ofsted follow up actions

The Principal informed the LGB that it would be too early to report on this item and further data analysis is required.

10. Governing body membership

The LGB noted its composition for the next academic year 2017/18 and the membership of its committees Learning and Teaching and Finance and General Purposes.

The LGB noted that letters requesting nomination of Parent Governors have been sent to parents or guardians of students. Further detail on the process will be provided to the LGB in due course, should more than 2 parents be nominated an election will be held to appoint the candidates.

11. **Any other business**

The LGB noted the opportunity for 360 software installations and staff training for the Academy school and UTC and the opportunity to purchase new 3D printers newly launched in September. The LGB agreed for further discussion on both opportunities to be held outside the meeting to determine if they are viable.

**Date of next meeting
5.00 pm, on Wednesday, 8 November 2017**

Confirmed as a true record

..... (Chair)

**UNIVERSITY ACADEMY OF ENGINEERING LOCAL GOVERNING BODY – TUESDAY, 18 JULY 2017
ACTION SHEET**

Agenda No	Agenda/Decision Item	Action	Officer	Action Status	Date of Completion
7.	Student progression	The LGB requested a review of the year 8 female students who are performing below their male counterparts.	John Taylor	To do	13/09/17

WEDNESDAY, 21 JUNE 2017

Agenda No	Agenda/Decision Item	Action	Officer	Action Status	Date of Completion
8.	Pupil premium	The LGB requested greater detail on the impact of pupil premium expenditure, and how it has contributed to the attainment and progress of pp students, to be presented to the Finance and General Purposes Committee.	John Taylor	To do	08/11/17

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Principals report to governors

15th November 2017

A handwritten signature in black ink, appearing to read 'John Taylor', with a long, sweeping flourish at the end.

John Taylor

1. Student numbers, profile, attendance and behaviour summary
2. Performance of students
3. School improvement advisor monitoring report
4. Adjustments to SLT responsibilities
5. Recruitment into next year's Y7
6. Other news

1. Student numbers and profile, attendance and behaviour summary.

Student Numbers at 7th November 2017														
	Year 7		Year 8		Year 9		Year 10		Year 12		Year 13		All Years	
Pupils of this school		130		147		131		101		35		23		567
Male	76.15%	99	78.23%	115	73.48%	97	68.32%	69	45.71%	16	91.30%	21	73.42%	417
Female	23.85%	31	21.77%	32	25.76%	34	31.68%	32	54.29%	19	8.70%	2	26.41%	150

Key Pastoral Factors														
	Year 7		Year 8		Year 9		Year 10		Year 12		Year 13		All Years	
Free School Meals	26.15%	34	34.69%	51	43.51%	57	39.60%	40					32.10%	182
English as Add'l Language	12.31%	16	40.82%	60	41.22%	54	43.56%	44	20.00%	7			31.92%	181
Pupil Premium	46.15%	60	53.74%	79	60.31%	79	48.51%	49					47.09%	267
Medical Condition	12.31%	16	11.56%	17	12.21%	16	22.77%	23					12.70%	72
SEN Needs			23.13%	34	30.53%	40	27.72%	28			4.35%	1	18.17%	103
SEN Status	22.31%	29	13.61%	20	16.03%	21	18.81%	19			4.35%	1	15.87%	90

Session Attendance Summary (04 Sep 2017 - 06 Nov 2017)														
	Year 7		Year 8		Year 9		Year 10		Year 12		Year 13		All Years	
Attendance	97.17%		94.23%		94.76%		94.55%		82.88%		82.98%		93.98%	
Authorised	1.59%		3.40%		2.53%		2.72%		0.61%		0.19%		2.36%	
Unauthorised	1.12%		2.37%		2.64%		2.59%		8.76%		9.19%		2.83%	
Persistent Absence >=10%	8		28		20		19		11		10		96	
Lates	0.25%		0.37%		0.27%		0.42%		0.66%		0.37%		0.35%	

Conduct Summary (04 Sep 2017 - 07 Nov 2017)														
	Year 7		Year 8		Year 9		Year 10		Year 12		Year 13		All Years	
Behaviour Incidents	687		983		554		461		0		0		2685	
Behaviour Points	620		912		522		438		0		0		2492	
Achievement Points	3764		3544		3749		2233		95		17		13402	

External exclusions. Since September there have been 5 fixed term exclusions for a total of 17 days.

Internal exclusions. SEND students are disproportionately internally excluded. This is something that we have identified as an issue. As these are largely year 7 students and they will be starting a 4-week transition programme with a specialist curriculum as a result. Rates of internal exclusion at the Academy remain lower than some neighbouring schools.

2. Performance of students

Performance by Cohort

Year 7 NOR: 145								
Targets set after module 1 baseline testing is compared to CATS and KS2 Eng and Maths scores								

Year 8 NOR: 144								
Expected or better %	Overall	H	M	L	PP	SEND	Boys (112)	Girls (32)
Eng	66↓↓↓	52	65↓↓↓	82↓↓↓	64↓↓↓	40↓↓↓	60↓↓↓	71↓↓↓
Ma	76↓	80↓	72↓	100	77	64↓	61↓↓↓	94↓
Sci	79↓	84	78↓↓↓	80↓↓↓	84	71↓↓↓	76↓	91↓
All	69↓↓↓	52↓↓↓	69↓↓↓	83↓↓↓	71↓↓↓	63↓↓↓	67↓↓↓	74↓

Year 9 NOR: 132								
Expected or better %	Overall	H	M	L	PP	SEND	Boys (97)	Girls (35)
Eng	67↓↓↓	54↓↓↓	66↓↓↓	91↓	64↓	61↓	62↓↓↓	79↓↓↓
Ma	68↓↓↓	43↓↓↓	70↓↓↓	78↓	72↓	65	68↓↓↓	69↓↓↓
Sci	83	74	93	61↓	82	66↑↑↑	82	85
All	68↓	56↓↓↓	69↓↓↓	78↓	67↓	61	67↓↓↓	69↓↓↓

Year 10 NOR: 97								
Expected or better %	Overall	H	M	L	PP	SEND	Boys (66)	Girls (31)
Eng	59↓↓↓	57↓↓↓	59↓↓↓	64↓↓↓	51↓↓↓	46↓↓↓	49↓↓↓	81↓
Ma	60↓	44↓	65	70↑↑	61	54	67	81
Sci	64	61	56	62↓↓↓	62	48↓	55	84
All	59↓	52↓↓↓	59↓	61↓	59↓	54↓	52↓	74

comparison with previous module

- ↑ increase of 5-10%
- ↑↑ increase of 10+%
- ↓ decrease of 5-10%
- ↓↓ decrease of 10+%

comparison against benchmarks

- below 65%
- between 65-70%
- between 70-80%
- between 80-85%
- between 85-90%
- above 90%

- 66% of students are on target to make expected or better than expected progress a significant decrease of 9% from last module
- Pupil premium students' progress continues to be in line with academy progress.
- There has been a systematic decline across the board. The decline is still relative in so far as year 8 students perform better than year 9 students who in turn make more progress than year 10 students. We believe the decline has happened because:
 - There have been 14 new teachers who are still establishing themselves with new classes
 - New subject leaders are being more objective about student progress
 - Heads of Department have been accountable to SLT about grade inflation and are comparing progress to end of year results
 - Teachers are now benchmarking more against summative end of year performance
 - Summative testing is too frequent and getting in the way of learning and progress
- Girls continue to do well in comparison to boys.
- Year 9 progress has declined in maths and English as new GCSE data has helped departments benchmark more securely
- HAPS are still making less progress relative to MAPs and LAPs which is an indication of lack of stretch and challenge
- Progress in Maths and Science remains strong and consistent in years 7 and 8 but less robust in year 9 where GCSE style end of year exams were introduced
- SEND student progress continues to be a concern

Year Group Achievement by Subject (1-9)

Performance by Subject

Year 7																						
	Eng	Maths	Sci	DTE	ComSc	Spanish	Humanities	Art	Music	Drama	Dance	PE										
Module 1	2.77	2.87	2.69	2.83	2.83	0.37	2.79	n/a	n/a	n/a												
Year 8																						
	Eng	Maths	Sci	DTE	ComSc	Spanish	Humanities	Art	Music	Drama	Dance	PE										
KS2	2.73	2.72	2.71	2.70	2.71	0.73	2.72	2.71	2.71	1.97												
Module 6	3.28	3.33	3.25	3.27	2.98	2.04	3.27	3.04	3.19*	2.51												
Module 1	3.25	3.35	3.35	3.27	3.08	2.08	3.36	2.88	1.88	2.93												
Year 9																						
	Eng	Maths	Sci	DTE	ComSc	Spanish	Geog	History	Art	Music	Drama	Dance	PE	Business								
KS2	2.88	2.95	2.85	2.91	2.91	0.81	2.91	2.91	2.95				2.70	2.91	2.97							
Module 6	4.03	4.26	4.20	4.07	4.07	4.15	2.77	4.09	4.09	3.81			3.55	n/a	n/a							
Module 1	4.04	4.18	4.25	4.05	2.93	4.31	3.16	4.30	4.25	4.19			4.09	1.80	3.84							
Year 10																						
	Eng	Maths	Sci	DTE	ComSc	Spanish	Mand	Geog	History	Art	Music	Drama	Dance	PE								
KS2	2.76	2.82	2.76	2.76	2.76	1.19	0.00	2.76	2.76	2.76	2.76	2.76	2.76	2.76								
Module 6	4.65	4.67	4.55	5.19	4.49	4.69*	3.60	2.80	4.69	4.83	4.37	5.11*	5.00	4.64	3.81							
Module 1	4.60	4.62	4.62	5.19	2.66	5.10*	2.83	2.90	4.93	4.95	4.20	2.77	5.01	4.80	1.89							

Comparison with module 5

■	rapid improvement
■	significant improvement
■	moderate improvement

no significant change

■	rapid decline
■	significant decline
■	moderate decline

Overall progress

●	above flight path target
●	broadly in line with flight path average target
●	below flight path average target

- Progress is relative to academy target to make 0.55 value added against Progress 8 measure. When compared against national expected progress the overall picture is more encouraging. See attached 4matrix appendices. At current progression the academy is set to achieve +0.24 to +0.34 P8 value added
- Slower and declining progression in year 9 due to benchmarking against GCSE practice exam results in module 6 and SLT Quality assurance.
- *subjects have reliability issues regarding a discrepancy between assessed grades and exam grades which will be investigated further.
- New subject leads/Head of Departments have moderated achievement downwards based on evidence in Art, Music, PE, Spanish and Design and Engineering

3. School improvement advisor report

Rachael Norman visited the academy last week on Tuesday 7th November.

The visit report is currently in draft form; it will be made available to Governors once it is forwarded to me by Rachael. The following are extracts from the draft report:

“There is currently a degree of uncertainty about the accuracy of current progress data and the academy’s assessment and tracking systems are under review. At the moment data is entered on the system by staff every 6 weeks and students from year 7-10 are assigned a GCSE 1-9 grade. This data shows that 66% of students are making better or expected progress towards their targets (42% green, 24% amber and 34% red) which is probably not an accurate picture. The school is also reviewing its target setting systems and may adopt FFT or a similar system after researching the various options that are available.

The new assessment system will separate formative and summative assessment and there will be 2 summative assessment points per year which will be formally reported to parents and governors. The academy is exploring various approaches to formative assessment and will have some non-negotiables within the system but there will also be flexibility for departments to design an approach that is tailored to the specific requirements of their subject. Clear mechanisms will need to be devised to ensure that there is robust quality assurance of assessment in the new system.

Baseline data is currently a mixture SATs, CATs and teacher professional judgement based on work in books. This system is under review.

Once the new system is in place, the academy will be able to capture accurate assessment data and identify trends and patterns as well as tracking the progress of key groups and individuals and putting targeted interventions in place to address underperformance.

At the start of the Spring term, all of year 10 will take a formal exam which will assess topics covered thus far but will be unseen by teachers in advance. Rob Harding is leading on this and is using PIXL and other external providers to facilitate the process. This will enable the Academy to capture crucial, accurate current GCSE data for year 10.

A very rigorous development plan is in the process of being written which addresses the key areas identified for improvement by Ofsted in addition to a range of other objectives and actions. Each section of the plan is being written by a key leader so they have clear ownership of the plan and there is a model of distributed leadership at the Academy.

Key priorities:

- 1) **Key stage 4 outcomes** including monitoring and interventions: this is key for the academy as it is imperative that they capture reliable current data for GCSE groups and track progress more accurately and effectively.
- 2) **Key stage 5 outcomes:** Another key area as the academy needs to develop a “culture of learning” in the sixth form. From January, Meirion Lewis will take over the role of Head of Sixth Form and is leading on this area of the plan. There is currently significant underachievement in year 13 so this is a key priority requiring urgent action.
- 3) **Quality of teaching:** There is a clear need for the quality of teaching and marking to be consistently good or better across the academy. In order to achieve this, a teaching and learning development cycle has been created by Annette Moses. This is based on 2 pillars: PM cycle and departmental reviews. It is a rigorous system of monitoring and evaluation and will lead to rapid improvements where they are required. Departmental reviews

will take place in January 2018 (in future these will take place in December). A learning walk cycle is currently being drawn up. Part of the review process involves evaluating the capacity of middle leaders to accurately self-assess and identify areas for improvement in their areas of responsibility. It is currently difficult to make an accurate judgement about the quality of teaching across the school due to lack of evidence. The quality of delivery appears to be largely good but impact is hard to assess at this point due to lack of marking (so not enough progress over time evident in books) and issues with the accuracy of the current data. There is clearly a need for significant and rapid improvement in the quality of marking in books which has not improved since the last SIA visit and work sample. Basic expectations about the frequency of marking need to be made clear to all and adhered to.

- 4) **Assessment, tracking and reporting:** This is a key area as the current assessment model relies heavily on summative judgements and formative assessment is not developed so is having insufficient impact on progress. There has been grade inflation in some areas and slow progress of some groups and individuals, especially the more able, across the academy.
- 5) **Behaviour for learning:** this is a strength at the Academy and the Principal is undertaking a restructure of student services which will enhance this further so there is greater capacity to support increased student numbers as the academy grows. The vertical tutoring system is working well at present. The new student services model will provide greater value for money and current roles will be enhanced to include social responsibility (community projects both in and out of the academy) and trips and educational visits to encourage ambition and increase opportunities for the acquisition of cultural capital.
- 6) **SEND restructure:** The academy is moving to a model of HLTAs who will be experts in different areas. There will be some in class support but most support will be done through withdrawal to work with individuals and small groups which will have high impact. The 12 agency staff currently employed by the school will be restructured. A significant amount of training will be required as part of this change.
- 7) **Ambition:** this includes educational visits, a programme of guest speakers and improved careers advice and guidance. The SIA recommends that the academy aims to achieve the Investors in Careers Quality Mark as this will help them to structure this work and provide clear, measureable outcomes.
- 8) **Oracy:** Working in partnership with Voice 21 to ensure that students across the academy have high standards of articulatory
- 9) **Community projects:** the academy has engaged the PFA and Community Southwark
- 10) **Curriculum:** The curriculum is under review and the academy is exploring various models. It is likely that the academy will adopt a knowledge based curriculum and a mastery model that suits mixed ability teaching. There will also be some project based learning but this will run as a separate strand and will be constantly reviewed to ensure it is having demonstrable impact on progress and that there is sufficient rigour built into lesson planning. A greater level of challenge will be brought in and the academy is endeavouring to ensure greater levels of active engagement in lessons rather than just securing passive compliance. An engagement lesson observation log taken from "Leadership Dialogues" is being used to assess current levels of engagement among students. Google classrooms is going to be introduced. Through the new curriculum students will have greater agency and decision making power over their learning journey. There will also be a greater emphasis on literacy across the school.

In addition to the SDP, a range of RAPs will be written to secure rapid improvement in key areas such as Computing.

Behaviour for learning throughout the school is very good. A new system of managing behaviour during lesson changeover and in social spaces has been put in place to good effect and the academy is a calm, peaceful and orderly place."

4. Adjustments to SLT responsibilities

There have been some significant changes to the strategic responsibilities of members of the leadership team.

Leadership responsibilities (changes in blue)			
<u>Jason Philipsz – Vice Principal</u>	<u>Annette Moses – Assistant vice principal</u>	<u>Meirion Lewis – Assistant vice principal</u>	<u>Rob Harding – Assistant vice principal</u>
Strategic areas:	Strategic areas:	Strategic areas:	Strategic areas:
Assessment, reporting, target setting and tracking	Teaching and learning	Post 16 coordination	Safeguarding
Curriculum	Continuing professional development	Key stage 5 monitoring, interventions and outcomes	Inclusion
Examinations	NQT and teacher training programmes	Careers advice, information and guidance	Community projects
Performance management and appraisal	Cover	Project based learning and STEAM coordination	Exclusions and alternative education arrangements
Teacher support interventions (TSPs and capability)	Links with primary and other secondary schools	Business and industry links	Behaviour for learning
Timetabling	Year 6 recruitment	Enrichment	Key stage 4 monitoring, interventions and outcomes
KS3 to KS4 Options	Educational visits	LSBU links	Attendance
Staffing, recruitment and induction		Guest speakers programme	Student voice
SIMS and ICT systems		In year admissions	Community time and PSHE
Google classrooms and e-learning			Health and safety
Calender and meeting cycles			Assemblies
Site operations			Staff duties
			Admissions and transition into year 7
			Restaurant
			PFA and family events
Line management:	Line management:	Line management	Line management:
Operations manager	Teaching and learning team	Art	Leader of student services
Data manager	LRC coordinator	Science department	SENDCO
Maths department	Educational visits coordinator	<i>Head of sixth form</i>	PE department
Computer science department	English department		Dance
Languages department	Drama		Design and Engineering department
	Humanities department		Community projects co-ordinators

5. Recruitment into next year's Y7

This term we had an open evening on the 14th September and 3 open mornings in the following week. We received some very positive feedback from parents and year 6 students and welcomed over 300 year 6 students into the building. Five governors were able to attend one of the open mornings and had a tour of the school at the same time.

We are expecting to hear from Southwark about the number of applications that have been made to the school any day now.

6. Other news.

This is a selection of some of the events and activities our students have been involved in since September.

- **Outward Bound Trip.**

Annette and Colby took a group of year 9 students to an Outward Bound Centre on Ullswater in the Lake District for a week in October. They had a wonderful challenging experience. Here is an email I received from the centre manager.

Dear Mr Taylor,

I have just watched 20 or so tired but happy young people boarding the bus to start the long journey back to London. Such has been my experience with Annette and the team this week, that I thought I might take a moment to drop you a line.

Our instructors, your staff, Lotus Group's ambassador & most importantly the young people themselves had some amazing adventures in some typically unpredictable Cumbrian weather. They acquitted themselves admirably and achieved a great deal in the short time they were here. They have seen and experienced things which 99% of the population never will; or more probably will view second hand through the likes of You Tube!

They have displayed both collectively & individually, teamwork, leadership, resilience, empathy & compassion.

Regrettably, the nature of my job usually means I am contacting Head Teachers because things have been less than ideal. In this instance I wanted to personally inform you that Annette & Colby have worked tirelessly to ensure the best possible outcomes for the students & have totally embraced the Outward Bound ethos, developing some great working relationships with our instructors.

It is without hesitation that I say your staff and pupils are a credit to both you and the school and I for one would welcome them back to Ullswater at any time.

I wish them all the very best for the future & during their school career.

Best Regards

Tony

Tony Martin-White

Operations Manager

Ullswater & Howtown Centres

Watermillock, Cumbria

Tel. (017684) 85000

- **Drama puppetry performances**

During the half term break I took a group of 13 students to The Platform on The Cut. Students ranged from Year 7 - 12 and were part of the Drama Enrichment group. The purpose of this was to perform in the Virtually Blackfriars Project which was funded by the England Arts Council and Southwark Council. Students used puppets to help tell the story of the culture here in Southwark; this took place over 3 days and the students did 5 performances. They worked along-side volunteers and professional actors/stage crew.

In preparation for this students were given 3 free puppetry workshops in school. It was an incredible opportunity that linked the community to the school and benefited the students.

Rebecca Morgan
Teacher of Drama

- **The Big Bang Launch in Parliament**

A year 10 student, Sacha Taylor, has developed a low price smartphone that he is trying to get to market. He entered his project into the 'Big Bang' competition - a prestigious national STEM competition.

He won the regional competition and has made it through to the National finals in Birmingham in March. He was also invited to represent London at a Big Bang exhibition at the Houses of Parliament on Tuesday 7th November.

Meirion Lewis
Assistant Vice-Principal

- **Year 7 transition project**

Jason Badu has identified ten Year 7 students which we feel have not transitioned successfully into secondary school. Through looking at data and making formal observations it was clear that these students needed additional support and intervention. Mr Badu has created an engaging four-week educational based programme. Each student will be given intense support, therapy and basic learning skills to help them become more confident on their return to classes. The impact of this programme will be closely monitored using current behaviour data and teacher feedback.

Rob Harding
Assistant Vice-Principal

- **Sports review**

September-October 2017

Year 7

So far the year 7 team have played once which was at Burgess Park against St Mary Magdalene Academy in the London Schools cup. UAE won the match 2-0 thanks to a brilliant display of passing and movement which had been worked on in enrichment with Mr Ntale.

Year 8

The year 8 football team have played once so far and have won 1-0 against Oasis Academy in the London Schools Cup. This game was played at our home ground at Peckham Town FC.

Year 9

The year 9 team have hit the ground running with the aim to improve upon last years' performance in cup competitions. They have played against Ark Bolingbroke Academy in the London Schools Cup, with which we won 4-1.

Year 10

The year 10 team have managed to hit the floor running and have had huge margin scorelines with one being a 7-2 win against The Charter School (North) and also recently beating City Of London Academy Islington (COLA Islington) 9-0 at Peckham Town FC in the London Schools Cup.

Overall

So far the sports teams are unbeaten at our new home ground at Peckham Town FC (Pynners Close) and aim to keep our 100% record intact for as long as possible.

Due to the high ability of the students in the school, there have been many students who have also been able to play for the local South London District Football team and also for football academies. There have also been a few students who have managed to regularly gain trials into the district teams, with 3 students from year 7 making the South London District Trials.

Year 9 Students who play for the South London District Team are Ade Adeyinka (Midfield), Dillon McGrath-Luker (Midfield) and Moussa Cisse (Defence and Midfield). Dillon also has had trials at Tottenham Hotspurs' academy and is having another trial at Millwall FC's academy.

Year 10 Students who play for the South London District Team are Hans Mpongo (Midfield and Attack), George Rojas Romero (Defence and Midfield) and Nana Boateng (Midfield).

Players at Academies include Nana Boateng (Yr 10- Millwall FC), Caroline Ogundoku (Yr 9- Fulham FC) and Hans Mpongo (Yr 10- Norwich FC).

Andrew Baffour

PE teacher

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School context					
Number of students on roll	11 to 16 = 509 6 th form = 58 Male/female: 417/150	Number of students eligible for pupil premium	267 or 52%	Number of pupils with a statement of special educational needs (SEN) or education, health and care (EHC) plan	5
Percentage of pupils on track to meet expected standard	66%	Percentage of pupils on track to exceed expected standard	24%	Number of pupils not on track to meet expected standard	34%
Intake information (% of pupils with low, middle, high or attainment)	L = 15% M = 67% H = 18%	Most recent OFSTED grade	Good Inspected in April 2017	Staff turnover over the previous year	Teaching staff: 9 leavers and 18 starters Non-teaching staff: 6 leavers and 11 starters
<p>Achievement gap issues:</p> <ul style="list-style-type: none"> • Students with high prior attainment are not making as much progress as other groups, particularly for Y9 and Y10 in Maths, and for Y8 and Y9 in English. • Students in Y10 are making significantly less progress than all other year groups, the trend continues down the school (Y9 making less progress than Y8 etc.) • Girls are making significantly better progress than boys across the board. • Pupil premium students' progress is broadly in line with non-pupil premium students' progress across the board. 					

Priorities:

1. Key stage 4 outcomes for students
 - a. KS4 monitoring and interventions (RHG)
 - b. *Reviewing number of courses followed by students (JPZ)*
2. Key stage 5 outcomes for students
 - a. KS5 monitoring, interventions and the culture of learning (MLS)
 - b. Increase the size of the sixth form (MLS)
3. Quality of teaching and learning
 - a. The teaching and learning evaluation and improvement cycle (AMS)
 - b. The Professional learning community (AMS)
 - c. *Marking and feedback? (IFN)*
 - d. *Improving the engagement in learning?*
4. Assessment, tracking and reporting (JPZ)
5. Behaviour for learning
 - a. *Out of classroom behaviour (JBU)*
 - b. Student services restructuring (JTR)
6. Inclusion
 - a. *SEND restructuring (JTR)*
7. Ambition
 - a. Educational visits (JTR)
 - b. *Guest speakers programme (MLS)*
 - c. *Careers advice, information and guidance (MLS)*
 - d. *University links and engagement (MLS)*
8. Confidence
 - a. Oracy (RLE)
9. Social responsibility
 - a. Community projects (JTR)
10. Curriculum
 - a. *Project based learning (MLS)*
 - b. *Curriculum review (JPZ)*
 - c. *Improving the level of challenge (AMS)*
 - d. *Online learning platform (JPZ/NME)*
 - e. *Increasing agency?*
 - f. Literacy (RLE)

Priority 1: KS4 Outcomes

Rob Harding

1a) Key stage 4 monitoring and interventions

Context: Currently have an estimate for P8 measure. We potentially have a group of staff that lack the depth of reliable and confident understanding for current working GCSE grades. The school is due to receive its first P8 measure in September 2019/20 (from the cohort of Y11 2018/19).

Success Criteria: Reliable data on Year 10 to enable the school to effectively track progress of students. School can then confidently intervene with some students to ensure all are on track for a positive P8 judgement.

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Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources	Status with evidence for status	Evaluation
Create a robust and more reliable assessment process to require teacher assessment grades for current Y10	Draft proposal discussed at SLT 'home day'	19 th Oct 2017	RH to prepare draft	Every department agreed to the implementation of new assessment model	Increased rigidity of predicted outcomes through calendared assessment windows			
	Create a firmer plan to share at HoDs	30 th Oct 2017	RH to prepare and circulate					
	HoDs feedback absorbed into final plan. Plan published.	30 th Nov 2017	JP to monitor through leadership line management meetings					
	Examination assessment process approved	Dec 2017	RH, JP					
	Y10s sit formal examinations based on current learning to date	8 th Jan 2018	RH, JP					
Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources	Status with evidence for	Evaluation

							status	
New more robust Data published and scrutinised for action	Y10 Data shared at SLT and scrutinised to formulate hypothesis and possible action	Feb 2018	RH to lead discussion and formulate findings with HoD's	Families and students informed of changes New data published	Students and departments identified and targeted for Intervention. Use of Departmental reviews in conjunction with new Y10 data			
	Devise an Action plan using Y10 data as the driver to improve identified gaps.	March 2018	HoD's to plan and implement related sections of the Action plan					
Interventions decided, created and started	Through discussions with SLT and HoDs. Departments and students identified for Intervention	March 2018	SLT, HoDs	Students identified and Interventions/support started	Teachers aware of students identified and action to be taken			
	Interventions are closely monitored, students tracked and departments reviewed	March 2018	RH to source and distribute resources		HoDs aware of departments with Y10 data concerns. Support/intervention put in place			
Other subjects examination	Y10s sit further examinations from other subjects (Science, D&E & Spanish)	April 2018						
Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources	Status with evidence for status	Evaluation
Interventions	Through discussions with	April 2018	SLT, HoDs	Students identified	Teachers aware of			

decided, created and started	SLT and HoDs. Departments and students identified for Intervention			and Interventions/support started	students identified and action to be taken			
All subjects examined	All subjects sit final Y10 Exams using new exam model	June 2018						
Final end of year 2017/18 data collected	Review Lesson Observation information, data and student feedback Summary of observations and student feedback discussed by SLT and in HoDs meeting	June/ July 2018	JP to liaise with HoDs	HoD's increased confidence in what to look for and increased awareness of areas of strength and areas for development in their departments.	Increased awareness of expecting and confidence of HoDs			

Priority 1: KS4 Outcomes

**Jason
Philipsz**

1b) Reviewing the number of courses followed by students

Context:

Success criteria:

Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/ cost	Status with evidence for status	Evaluation

Priority 2: Key stage 5 outcomes for students
2a) KS5 monitoring, intervention and the culture of learning

Meirion Lewis

Context:

Currently, there is significant underachievement in Year 13 and this needs to be rectified by the end of the academic year to ensure our first set of KS5 results are strong. There is no robust tracking system in place and the reliability of in house assessments is variable so this needs to be addressed as a matter of urgency. The current student culture within KS5 also needs to be addressed as it is not focussed enough on academic achievement and progress

Success criteria:

All students to make expected or better than expected progress at KS5 (based on ALPS)

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Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/cost	Status with evidence for status	Evaluation
Ensure greater accountability from HoD's	MLS Meet with all HoD's to set out future vision for KS5	By 10 th Nov 2017	MLS HoD's to feed back to their depts	All HoD's to have detailed intervention plans for KS5 students. All HoD's and KS5 teachers will be aware of the attainment targets and current performance	All HoD's and KS5 teachers to have an increased awareness of the progress of their KS5 students and to have structured intervention in place throughout the year.	Time for meetings.	To Do	
	MLS to meet with HoD's after every assessment cycle to discuss progress of students and proposed interventions	ongoing	MLS					
Audit and development KS5 Schemes	Audit of all KS5 Schemes of Learning by SLT line managers	Year 13 schemes by End of	MLS and SLT line manage		All Schemes of Learning to be fit for purpose. They will be closely tied to the Specifications		To Do	

of Learning	and MLS	module 2. Year 12 by end of January	rs to discuss and then SLT to meet with HoD's		and contain resources which will challenge students to reach A/A* grades. Regular assessment opportunities will also be built in			
	Individual meetings with HoD's and KS5 teachers to review their KS5 Schemes of Learning and discuss areas for development	By end of Module 3	HoD's to plan and implement programme for development of KS5 SoL	Plan to be provided to MLS by end of Module 3				
	Schemes of Learning to be developed according to a set timescale	Dec 2017 – End of Module 4	HoD's and KS5 teachers					
Improve the reliability of assessment at KS5	Produce KS5 assessment timetable and share with SLT/HoD's	By 17 th Nov 2017	MLS		HoD's to be aware of importance of summative assessments based around past exam questions. HoD's to also be aware of importance of impartial marking and detailed, question level analysis of papers to ensure accurate data on each student and to accurately inform ongoing interventions		Ongoing	
	Meet with HoD's individually to discuss assessment needs and	End of Nov	MLS/SLT line manage	HoD's producing high quality, consistent summative		Purchase of electronic exam	To do	

	set out criteria for reliable assessment, marking and analysis of papers		rs	assessments based on PP questions		questions for each dept e.g. exampro £600 - £700		
	Audit all assessments in advance/produce modular assessment timetable	See KS5 assessment timetable	MLS	Timetable to be produced 1 week before assessment week by MLS			To do	
Ensure tracking system is accurate and rigorous	Rigorous tracking spreadsheet to be set up and individualised for HoD's	17 th Nov	MLS	HoD's to populate the spreadsheets by Data deadline date on KS5 assessment cycle	To enable all stakeholders to have an up to date, accurate overview of the progress of all students, any interventions that have been put in place and the effectiveness of those interventions		Ongoing	Ensure tracking system is accurate and rigorous
	All KS5 staff and HoD's to have CPD on ALPS and other accountability measurements	By 17 th Nov	MLS		All HoD's and KS5 staff need to be aware of how they are being held accountable and need to understand the various measurements.	Meeting time	To Do	
Ensure intervention programmes are targeted (at students and topics) and enable progression	Meet with HoD's to discuss question level analysis of assessments and exemplars of intervention strategies	Meeting w/b 4 th Dec.	MLS	Departments are tracking their interventions effectively and they are able to show rapid improvement as a result of the sessions.	It is essential that all HoD's are confident in question level analysis of assessments as that will form the basis of their interventions. It is also key that they are clear on the need for their interventions to be clear, targeted and effective. They should follow the format of test, short (2-3 sessions)	Meeting time	To Do	

					intervention, retest. HoD's will also need to develop accurate tracking systems to monitor the interventions to ensure they are effective.			
	HoD's to develop high impact intervention programmes within their department along with tracking systems to back them up		HoD's			Dept time to develop and run these enrichment programmes (likely to be after school)	To Do	
Audit and develop quality of Teaching and Learning at KS5	Audit quality of KS5 teaching via joint learning walks with HoD's.	Module 2 and 3	MLS/HoD's/ SLT line managers		To ensure that all KS5 lessons are engaging and challenging as well as being closely tied to the specs and preparing students well for exams. The SoL and lessons should be designed to allow students to access work/knowledge that will enable them to attain A/A* at the end of year 13. All KS5 staff should be confident in designing and delivering these types of lessons.	Cover implications for learning walks	To Do	
	Staff training to increase challenge within KS5 lessons (and anything else arising from audit)	Ongoing throughout the year. Based on a set	HoD's/MLS	KS5 staff are more confident in delivering challenging lessons that are tailored to meet the needs of the		Meeting time/ cover implications for peer to peer	To Do	

		timetable tailored to each dept		spec and allow students to access A/A* grades in the final exams		lesson observations and visits to other schools for CPD		
	Ongoing cycle of KS5 lesson audit developed by HoD's	Minimum of once every 2 modules	HoD's	HoD's have a clear, focussed overview of KS5 teaching within their depts. And have produced a lesson audit cycle for the year			To Do	
Change the culture of the Sixth Form to ensure it becomes more academically focussed	Rework the space in the Sixth Form so all students are in one, supervised area	Module 2	MLS	Common room to be rebranded as Study area and students are not allowed in any other room in the Post 16 area without staff supervision.	<p>These steps are being put in place to move the culture of the sixth to a more academic, high aspiration one.</p> <p>The students are not focussed enough at the moment and treat their non-contact time as free time to relax with their friends rather than an opportunity to further their knowledge.</p> <p>The outcomes are that all KS5 students are using their non-contact time to work; either in the Sixth Form study area or in classrooms with staff.</p> <p>The Study Area will be a quiet study area fully resourced with journals, text books and</p>	Money needed to buy new, more suitable desks etc to convert the common room into a study area (costs TBC)	ongoing	

					resources from the departments, text books and resources from the departments. As a result, a minimum of 90% of students will be on target or better (ALPS) by the end of module 5			
Increase the supervision in the new KS5 work area	Module 2 (but also need to look at it longer term)	MLS	MLS to be based in the Study area as much as possible. MLS to work with JPZ to see if there is the capacity to timetable staff into the area next academic year.			Staffing implications for next academic year	Ongoing	
Introduce new rules with regards eating and socialising in KS5 area	Module 2	MLS	No hot food to be brought into the school at lunch. Eventual aim is to stop all eating in the sixth form area but currently do not have the capacity in the restaurant during lunch to accommodate the sixth form				Done	
Ensure all students have adequate resources in KS5 area. 'No excuses policy'	By end of module 2	HoD's MLS	All KS5 depts. to supply past papers, extension work and revision materials which will be placed			P/C costs for resources	To Do	

				online and hard copies will be in the sixth form study area				
	Timetable students into the KS5 work area	By end of module 3	MLS				To do	
	<p>Introduce 3 step behaviour intervention policy to KS5:</p> <p>1 Phone call /Letter to families 2 Meeting with families followed by student being placed on report to community leader 9can be escalated up to MLS) 3 Removal from course (due to attendance or behaviour)</p>	By end of module 2	MLS HoD's		<p>Punctuality to school and lessons will be 100% by the end of module 3.</p> <p>All student behavioural incidents will be followed up via the intervention policy and logged with MLS</p>	<p>Production of the letters.</p> <p>Time to meet with parents</p>	To Do	
Development of UAE Graduation Certificate.	<p>All students to have minimum of 2 weeks' work experience and gain excellent reference from their placement.</p> <p>The business links need to broaden out beyond the current Engineering focus. By the end of the year we need to have a</p>	Additional contacts made by end of Module 4. Work experience arranged for students (may not be completed)	MLS/PY		<p>All KS5 students will have had a minimum of 2 weeks high quality work experience.</p> <p>All students will have positive feedback from their work experience employers.</p>	Time to meet with the respective and set up the links	To Do	

	minimum of 1 strong contact in the finance, Biomedical/pharma, Law and NHS sectors.	by end of module 6						
	All students need to have completed a minimum of 30hrs volunteering by the end of year 13. Links need to have been made with a minimum of 3 local charities/volunteering agencies and placements arranged for all of current year 12 (either for this year or next)	Contacts to be made by end of Module 4. Programme for 2018/19 in place by end of module 6	MLS		All students to have completed 30 hrs of volunteering during years 12 and 13	Time to meet with the respective and set up the links	To Do	
	Expand the EPQ programme to all year 12 students in Sept 2018. Staff need to be trained up to teach the EPQ. Supportive links need to be made with other schools that already successfully teach EPQ (Dulwich College?) and LSBU. A structured Programme of Study	Staff identified and trained by end of module 5. Programme of study in place by end of Module 6	MLS		EPQ programme of study in place ready to teach in Sept 2018. All Year 12 students in Sept 2018 to begin an EPQ project	Cover implications for staff to visit other schools. Staffing implications for next year Time to produce Programme of Study	To Do	

	needs to be in place by August in preparation for 2018/19 and staffing/timetabling issues need to be resolved.							
	<p>All students will have either secured a conditional UCAS offer or secured a higher/degree apprenticeship place.</p> <p>The UCAS/Apprenticeship application support programme needs to be updated to ensure all draft statements/CV's are submitted to community leaders by end of module 6. LSBU have also agreed to support the process so the timetable of talks and workshops needs to be finalised.</p>	Programme rewritten by end of Module 3. Programme to start Module 4.	MLS	Work with LSBU outreach department to produce a programme of support for Year 12/13 beginning in module 4. This needs to be in place by the end of Jan	All Year 13 students to have either secured a conditional UCAS offer or secured a higher/degree apprenticeship place with a high performing company.	Time to deliver the programme (the students will need to be off timetable for parts of it)	To Do	
	All students need to successfully complete the 'Find my voice' Oracy programme (see Literacy development	Programme to start with Year 12 during Module 3	RLE MLS	Programme of study to have been developed by the end of module 2	All year 12 students to have successfully complete the 'Find my voice' Oracy programme.	P/C of resources needed to deliver the programme	Ongoing	

	plan for details)							
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Priority 2: Key stage 5 outcomes for students
2b) Increasing the numbers of students in the sixth form

Meirion Lewis

Context:

Numbers at KS5 are small at present due to the fact that UAE students have not yet reached Year 12 so recruitment is completely external. This is compounded by having no KS5 exam results yet and the majority of local schools having their own Sixth Form.

Success criteria:

Increased numbers into Year 12 in September 2018 (minimum of 50 students in year 12)

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Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/cost	Status with evidence for status	Evaluation
Marketing of UAE Sixth Form to other schools (recruitment for Sept 2018)	Visiting other schools Post 16 evenings (mainly Lewisham)	Module 2/3	MLS		To have attended a minimum of three schools and spoken to their Year 11 students. To have secured a minimum of 60 applications by the end of Module 6	£100 - £200	To Do	
	Letters and Flyers out to all year 11 students in Southwark and surrounding boroughs to advertise Open evening	January	MLS	Contact to be made with Charmaine by 17 th November and flyers to be ready by end of Module 2 Addresses obtained by the end of module 2	Flyers sent out to minimum of 1000 local addresses by 19 th January	Cost of Flyers and obtaining addresses. Approx. £500 in total	To Do	
	Increase online advertising presence: twitter searches, youtube searches, facebook, geographical targeting of adverts	End of Jan 2018	MLS	Speak to Charmaine about strategy. Make link with LSBU - Seth Stromboli. Working group of staff	Ensure all our current platforms are being used in January to promote the open evening.		To Do	

				and KS5 students set up.				
	Banners to advertise Sixth form open evening	End of Module 2	MLS		Minimum of 3 banners placed in prominent places around the local area	Cost of banners (unknown at present)	To Do	
	Advertising in targeted areas e.g. outside cinemas, leisure centres, youth clubs?	January	MLS			Advertising costs (unknown at present)	To Do	
Internal marketing of UAE Sixth Form (recruitment for Sept 2019)	Speak in lower school assemblies about the sixth form and the '7 year journey'	Module 3 onwards	MLS	Liaise with RHG to get dates put in calendar by end of module 2	All students to have had an assembly of the sixth form by the end of module 6		To Do	
	Increased presence in Year 6 Open evening to emphasise '7 year journey'	Sept 2018	MLS/AMS		MLS to have an area in the Open evening dedicated to sixth form.		To Do	
	Year 10/11 students to have breakfast with KS5 students (one community at a time) to give them the chance to ask questions in an informal setting	Module 6	MLS Post 16 community leaders	The timetable for the breakfasts will be finalised by the end of module 4 Speak to catering company to organise breakfasts	All Year 10 students to have had a breakfast with KS5 students by the end of Module 1 2018	catering costs Unknown at present)	To Do	
	All Year 11 students to be interviewed by a member of SLT about their next steps during module 2 and 3. As a result of this interview, all year 11 students will be given a provisional offer of a sixth form place at UAE	Module 2 2018/19	MLS SLT	Timetable for this to be finalised by the end of Module 1 2018/19	All year 11 students to have been interviewed by a member of SLT by the end of Module 3 and a detailed log of career aspirations/interests and KS5 offers created	Possible cover implications for interviews to take place	To Do	
	Develop a series of joint projects between year 11 and KS5 which will run during	Module 2-4 2018/19	MLS	Put together a working group to plan this by the end of	A stronger relationship between year 11 students and KS5. This could be	Planning time and resources (TBC)	To Do	

	modules 2-4 It should have an outcome that benefits either the school community or the wider, local community			Module 3. Plan to be completed by end of Module 6	measured via student voice questionnaire. All year 11 and year 12 students to have completed a cross phase project			
	Expand number of subjects on offer at KS5 and develop different 'pathways'	Decisions on changes by end of module 4	MLS JT JPZ	Any changes need to be agreed and formalised by the end of Module 5 as the prospectuses for the following year will be printed during Module 6.	A minimum of 80% of UAE year 11 students who have the required grades to move on to KS5 choose to stay at UAE South Bank. We have to be able to offer the appropriate courses and pathways for our students	Timetabling and staffing implications	To Do	

Priority 3: Quality of teaching and learning
3a) The teaching and learning evaluation and improvement cycle

Annette Moses

Context:

‘Teachers have high expectations of pupils’ work and behaviour. They have good working relationships with pupils, which support teaching and learning very well.’
 (Ofsted 2017)

To ensure that we maintain high quality teaching and learning across the school we need to have a monitoring procedure that not only quality assures teaching and learning but also supports and develops our teaching staff.

Success criteria:

All teaching staff are part of a cycle where their performance is assessed against targets. All Heads of Department have additional performance targets based on completion of their department improvement plan

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Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resource s/ cost	Status with evidence for status	Evaluation
All fully qualified teaching staff are part of the Performance Management (PM) cycle	All fully qualified staff meet with their line manager in module 1 to review the targets for the previous year PM cycle and discuss the evidence.	Sept 2017	Line managers to complete documentation for the staff they line manage. JP (VP) to collate	JP (VP) to provide staff with deadline for completion of PM documents	All fully qualified teaching staff part of the previous year PM cycle complete the process by the end of Module 1.			
	All fully qualified staff meet with their line manager in October to agree targets for the academic year PM cycle.	October 2017	Line managers to complete documentation for the staff they line manage. JP (VP) to collate	JP (VP) to provide staff with deadline for completion of PM documents. PM documents moderated by SLT line managers.	All fully qualified teaching staff have agreed targets for the academic year			

	All fully qualified teaching staff have 3 formal lesson observations each academic year as part of their PM (one will be part of a department review with a member of SLT)	January 2017 onwards	Line managers alongside member of SLT for the department review.	Line managers should aim to complete one formal lesson observation per term in most circumstances. Formal lesson observations could lead to formal teacher support plans depending on the assessment of the lesson observed.				
	All BTs (Beginning teachers) and NQTs are assigned a mentor who they meet weekly.	Weekly meetings	LD (BT) – RL (Mentor/LM) NA (BT) – RL (Mentor/LM) FS (BT) – NM (Mentor/LM) CC (NQT) – JS (Mentor) IFB (LM)	Weekly meetings to provide support and guidance.	All BTs and NQTs supported with weekly targets and teaching development focus. Any intervention required can be quickly identified and implemented.			
Beginner teachers (BTs) and Newly Qualified teachers (NQTs) Have their performance managed as part of the initial teacher training or NQT programme	BTs and NQTS are formally observed in line with their specific programme cycle and once a term by the Teaching and Learning Team leader (AM)	Formal observations by mentors and course assessors Termly formal observations by AM	AM(AVP)	Formal meetings with course assessors each term for BTs. Formal report for NQT each term.	Development of BTs and NQTs closely monitored with support			

	Each Head of Department (HoD) completes a department SEF and DIP. Completion of the actions in the revised DIP will be included in the HoD PM targets.	November - December 2017	Each HoD will be responsible for completing their SEF and DIP. SLT line managers will oversee the completion as part of the HoD PM	SLT meeting in December to share and moderate the DIPs.	Moderated DIPs are shared with staff – they are put on the shared area in January.			
Departments to undergo an annual review led by two members of SLT	SLT department line manager and another member of SLT conduct a comprehensive department review	January – February 2018	SLT department line manager to lead with another member of SLT in support.	Formal meeting at the start of the review to discuss the process, review key documents (SEF, DIP and data analysis), arrange the lesson observations and book scrutiny. All members of the department are observed. Books are scrutinised and students spoken to. A report is written and shared at formal feedback meeting.	All departments are rigorously reviewed, this may result in recommendation for revisions to the DIP			
	Revision of the DIP	After the department review has been carried out	HoD to make revisions as required and share with SLT line manager	A formal meeting is arranged for the HoD with the SLT line manager to present the report and the revised DIP to JT (Head teacher)	HoDs have an effective document to implement improvement in their department and all SLT are knowledgeable about the priorities in all department areas.			

				SLT to review the Department Review report findings and revisions to the DIPs.				
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Priority 3: Quality of teaching and learning

Annette Moses

3b) To establish a professional learning community (PLC) amongst the student facing staff at UAE

Context:

Ofsted commented on our good quality staff development, particularly for new staff and the opportunities we provide for staff to extend and use their expertise. As a growing school we wish to capitalise on this and enhance it moving forward with a culture of scholarship not only among students but also fully established in our staff.

Success criteria:

All teachers and learning assistants take ownership of their professional development and complete an action research project and share their outcomes with the whole staff, they also read at least book of choice to support their own professional development.

Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/ cost	Status with evidence for status	Evaluation
Introduce UAE Professional Learning Community, how it will be structured, the timeframe of the different phases, expectations and how staff involvement will be monitored.	Staff PD session to introduce the PLC. AM	1 st September 2017	AM to prepare and lead session	All staff attend the PD session	Teachers and LAs clear about the purpose and vision of the PLC		Done	
	Timeframe for the PLC research project explained and relation to performance management. AM	PD on 1 st September 2017	AM (AVP) as part of PD session. Line managers as part of the PM cycle.	Teachers and LAs work collaboratively to formalise ideas for projects and share these with AM (AVP) and line managers as part of their PM	Teachers and LAs understand that this is a requirement of their performance management.		Timeframe shared. PM cycle begun but not all Line managers have completed it yet.	
	Lesson study and IRIS introduced as possible mechanisms for the project. AM/IFB	1 st September 2017	AM (AVP) as part of PD session and IFB (T&L team) providing training in Module 2	IFB (T&L team) leads a PD session on IRIS in module 2.				

	Education Endowment Foundation (EEF) and Teacher Development Trust (TDT) shown as starting place to begin research.	1 st September 2017	AM (AVP)	TDT membership arranged and shared with staff 1 st October 2017			Done	
Monitor PLC projects	PLC planning document pro-forma and guidance shared with teachers and LA's	13 th October 2017	AM (AVP)		Teachers and LAs complete planning documents with time to seek assistance from AM if needed.		Done	Documentation shared at SLT meeting 9 th October 2017
	PLC planning documents completed	3 rd November 2017	All teachers and LAs	PLC planning documents collated by the Teaching and Learning team	Completed PLC planning documents are quality assured by the Teaching and Learning team (AM and IFB) then discussed with SLT. Cover required is planned for and costed.			
Share findings from PLC projects	PLC Interim review PD session and PM review	February 2018 (to be confirmed)	AM (AVP) to organise and lead PD session. Line managers to discuss PLC project as part of the PM cycle interim review.	Date of review session to be confirmed after QA of PLC planning documents with SLT and shared with staff in December 2017	Teachers and LAs share their interim finding and receive support, guidance and feedback from colleagues to improve their projects and/or provide new ideas.			

	PLC project findings sharing PD	April/May 2018	AM (AVP) to organise and lead with IFB (T&L team)	Date and Structure of PD to be discussed with SLT and shared with teachers and LAs at the PLC interim review session	Teachers and LAs share their findings with colleagues and discuss how ideas and strategies that showed a positive outcome can be implemented in the classroom to benefit our students. Staff also produce a short written report about their research to be included in the whole school published document.			
Establish staff CPD reading culture to encourage and enhance professional development and develop culture of scholarship.	Collate a recommended reading book list from staff members	9-13 th October 2018	JT (Principal)	Recommended book list shared with staff 13 th October 2017	Staff can use as part of their PLC project research, or join a reading group. SLT to discuss list and how to encourage and support reading groups.			
	Purchase books for a staff CPD section in the LRC beginning with those on the staff recommended list.	November 2017	AM (AVP) to coordinate KT (LRC coordinator) to facilitate	Kafi to purchase one copy of each of the books on the recommended book list for the LRC November 2017 Staff CPD section in LRC identified	Teachers and LAs borrow CPD books from the LRC and choose from this sample. Further purchases are made of the book/s chosen for reading groups	£250 £400		

Priority 3: Quality of teaching and learning
3d) Improving the engagement in learning

Annette Moses

Context:

Success criteria:

Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/ cost	Status with evidence for status	Evaluation

Priority 4: Assessment, tracking and reporting

Jason Philipsz

Context:

The current assessment model relies heavily on summative judgments. Formative assessment is not as developed and therefore has limited impact on improving student progression. Frequency of reporting further inhibits teachers developing a formative approach to identifying root causes of barriers to learning. Teachers feel pressured to show students are making progress each module which is unrealistic so over measure performance through summative testing rather than diagnosing through formative assessment. This has led to grade inflation in some subject areas and slower progress of some groups of students particularly the most able across the academy.

Success criteria:

Students will have a clear understanding of what they need to do specifically to improve in each subject as they move through the academic year. They will know what they have mastered and what specific actions they need to do in order to improve overall performance.

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Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources / cost	Status with evidence for status	Evaluation
Review existing reporting format to check for accuracy reliability and impact on parents	End of year Test grades will be compared to Mod 6 teacher grades to check for discrepancies more than 0.5 grades	7 th Sept. 2017	JPZ	HoDs will provide a rubric to SLT line manager of how grades are arrived at.	SLT and HoDs will have a shared understanding of how summative data is generated each module and how reliable it is	LM time	Done. Depts. Identified and shared with SLT	LM time
	HoDs will discuss how they generate grades with their department and Line manager	By 13 th Nov. 2017	HoDs					
	Parent survey to assess usefulness to parents	By 13 th Nov 2017	RHG to generate using survey monkey	Parent surveys are issued and at least 100 are completed	SLT will know how well parents value the frequency and format of reporting	Survey Monkey Subscription	Survey Monkey Subscription	
	Reporting cycle discussed by students	By 17 th Nov 2017	RHG to raise at student council meeting	Student voice is reported back to JPZ	SLT will know how useful module reports are to students			
Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resource s/ cost	Status	Resources/ cost

Design reporting system that is accurate and gives parents useful information about student progress	HoDs to be asked how many times they feel they should be reporting annually and whether it should be solely summative	6 th Nov 2017	JPZ to raise in HoDs meeting. HoDs to discuss in departments	Each departments completes a proforma on proposed formative assessment	Each department will be clear on what information they would like to share about student improvement			
	Discuss with HoDs what formative assessment information would they like to share with parents	6 th Nov 2017	JPZ A summary is collated and shared with SLT			Middle Leaders meeting time		
	Analyse parent feedback and incorporate into reporting model		JPZ to share with parents during PFA meeting	Analysis of parent survey	Reports are easy to understand for parents and they are able to support their child with learning			
Staff PDs on formative assessment techniques	Introduce one page marking to staff. Share benefits and dangers of question level analysis	20 th Nov 2017	ANM to lead inset and enlist IFN, NME and JSE to facilitate	Each department will produce a subject specific template for one-page marking	Staff will feel confident about using formative assessment in place of summative milestones at the end of each module.	Bonus Allowance for IFN		
	Show staff various examples of how multi choice questions can be a powerful diagnosis tool Demonstrate AI version for science using Tassomai	4 th Dec 2017	JPZ to lead inset and enlist IFN, NME and JSE to facilitate	Each department to 'trial' a multi choice approach for one unit of work		Tassomai subscribtion and launch		
Development of diagnostic tools for formative assessment	Each department to adopt a multi choice format or diagnosis tool to check understanding where appropriate	By 2 nd Jan 2018	HoDs	Each department has a quick and easy way of checking understanding and diagnoses misconceptions		INSET/Pd time		
Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resource s/ cost	Status	Resources/ cost

Create a formative assessment Mastery Checklist for every department	Departments asked to adopt and adapt a current PLC for KS4 relevant to exam specification	By 2 nd Jan 2018	HoDs to agree with SLT line manager		Students will have a very clear understanding of what they can do well and what specific actions to focus on.	Time to work with JTR/ HoDs on Mastery Model		
	Departments write a relevant PLC for KS3 that is not solely 'goal state' focussed	By 2 nd Jan 2018	HoDs to develop with department		Staff will use formative assessment to inform planning and intervention			
	Write a marksheet for each class based on PLCs at KS3 and KS4 using conditional formatting to show mastery	By 14 th Jan 2018	JPZ to create marksheets based on departmental templates	Marksheets for each class on SIMS filled in by class teachers		Marksheet training for JPZ with John Roberts 2 half days.		
Develop a shared understanding of measuring Summative assessment	Define agreed meaning of summative testing: sample from a large domain, same conditions, range of difficulty and validity.	Dept. Meeting March 2018	HoDs to agree with department and delegate as appropriate	Every teacher has been trained on how to mark an exam paper/portfolio at KS4 and KS3	Staff have a clear understanding about the purpose of summative testing and how to implement it in their department to make valid inferences about student progression. They are able to do so without increasing workload and wherever possible reduce it.			
	Comparative marking is explained demonstrated and introduced		GZT to arrange INSET with no more marking contact	Every teacher has had a chance to comparative mark		Buy in papers?		
	Decide whether to use a quality or difficulty model or combination of both to best reflect requirements of SoW		HoDs in conjunction with SLT line manager	End of year summative tests for each year group are created. These reflect GCSE paper structure in year 10 onwards.		Subscriptions to No more marking and Method Maths		

Priority 5: Behaviour for learning
5b) Restructuring student services

John Taylor

Context:

The staffing structure around supporting behaviour for learning, behaviour management, and pastoral support does not have the capacity to be effective in the school with its current student numbers. This will be exacerbated as the school grows. The student services model means that our pastoral support behaviour management across the school is managed by specialists who have no teaching responsibility. This allows an increased amount of time to be spent on supporting students and teachers for lower cost, which increases the impact of this work.

Success criteria:

1. Have in operation a fully staffed student services structure that serves the needs of the school as it grows to 900 students.
2. The student services team must have built in the capacity to meet the schools plan for student’s engagement in community projects and educational visits for students.
3. The structure adheres to the guidelines of the trusts pay policy and roles are remunerated in line with other roles with similar levels of responsibility, and the financial cost is sustainable.
4. The pastoral support in the academy aligns with the vertical community structure.
5. The student services team are integrated into the annual evaluation and improvement cycle for all departments in the school

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Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/cost	Status with evidence for status	Evaluation
Produce a costed structure which is agreed with CEO and CFO.	Produce a staffing structure, benchmark the cost and prepare a cost breakdown.	October 2017	JTR	Structure produced	Structure effective in delivering priorities for pastoral support, community projects, attendance and educational visits	Staffing cost increase	Done – see structure plan	Structure working for pastoral support. Still unknown how effective
	Agree the structure with Rao and Claire	October 2017	Rao/Claire/JTR	Structure agreed	New structure costed, budgeted for and agreed	£10,000 increase in staffing cost this academic year, reducing annually as a % of income.	Done. See financial planning sheet and new structure document.	this is at delivering on community projects and educational visits priorities

Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/cost	Status with evidence for status	Evaluation
Appoint staff to the positions and develop accountability lines and measures	Produce job descriptions.	November 2017	RHD/JTR	Job descriptions signed off by Rao	Student services team working to JD's which accurately reflect their responsibilities	Nil	Job descriptions written, awaiting approval from Rao	
	Advertise and appoint staff to the roles.	November 2017	JTR	Staff appointed to start during December	Student services team working to job descriptions before the start of 2018	Staffing cost increase of £10,000 this academic year	RED	
	Agree lines of SLT responsibility	October 2017	JTR	Written into SLT roles and responsibilities sheet	SLT line managers hold staff to account	Nil	Agreed SLT responsibilities with AMS and RHD	
	Agree performance indicators	December 2017	AMS/RHD	Performance indicators written into PM targets and referred to in LM meetings	Focus on meeting performance indicators	Nil	RED	
Develop the self-evaluation and improvement process and integrate this into the school's annual cycle.	Student services department self-evaluation	July 2017	JBU	Department self-evaluation completed	JBU uses self-evaluation to inform improvement plan and then department review	Nil	RED	
	Interim department review	July 2017	JBU/RHD	Process agreed Review completed	Review informs improvement plan	Nil	RED	
	Full department review	As part of department review cycle 2018/19	JBU/RHD				RED	

Priority 7: Ambition
7a) Educational visits

John Taylor
 - **with Annette Moses**

Context:

UAE South Bank is located in the heart of London, a city with a greater range and volume of educational and cultural opportunities, venues and events which can broaden the experience and horizons of our student's than any other on Earth. Many of our students are not exposed to these experiences outside of school. Increasing the ambition of our students is central to the school's vision. Ambition is one of the three core characteristic we aim to develop in all our students. In the Ofsted report of May 2017 under 'What does the school need to do to improve further' it states that we should:

- Ensure that pupils have appropriate access to a range of social experiences that increase their cultural awareness in preparation for the next stage of their education.

Success criteria:

Every student in key stage 3 and key stage 4 experiences in a minimum number of educational visits each year. An 'educational visits coordinator' has the capacity to and management to effectively support the achievement of this.
 Students cultural awareness is significantly increased through the educational visits programme.

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Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/ cost	Status with evidence for status	Evaluation
Develop the Educational visits programme	Appoint educational visits organiser as part of student services team	December 2017	JTR	Job description written Appointment made	Structural capacity to support a significantly increased educational visits programme	20% of community managers salary	Structure agreed and job description written	
	Visit other schools	December / January 2017/18	RH/AMS	Schools visited	Increased understanding of what is possible and efficient systems	Cover costs	RED	
	Agree numbers of visits per student per year, and agree expected workload.	January 2018	Whoever is appointed and AMS	Engagement expectations agreed	Planned visits meet engagement expectations	tbc	RED	
	Produce plan for educational visits programme for summer term 2017	March 2017	Whoever is appointed	Programme of on site and off site projects starts in first week of summer term	Students engage in on site and off site community projects	tbc	RED	
	Budget for educational visits and community	March 2017	JTR/C. Viner	Estimates produced.	Staff given responsibility for	tbc	RED	

	projects agreed.			Budget agreed	budget line			
	Produce programme for educational visits for 2018/19	June 2018	Whoever is appointed	Programme forms part of the school timetable	Ready to go in September	tbc	RED	
Measure the effect of the programme on the cultural awareness of students.	?	?	?	?	?	?	?	?

Priority 8: Confidence
8a) Oracy

Rebekah Lee
 - **with Annette Moses**

Context:

The national curriculum outlines that pupils should develop their spoken language skills across all subjects. The DfE conceptualises the importance of promoting high standards of ‘articulacy’.

At UAE South Bank, OFSTED identified that pupils ‘use talk very well to articulate their learning before they begin to record their ideas’ and that ‘most pupils are confident at debating’. There are currently pastoral opportunities for talk on Fridays during community debate time. Some opportunities for Oracy are noticeable in the Teaching and Learning at UAE South Bank school however in some areas/ departments this needs to be improved.

A main area for improvement at UAE South Bank is our pupils’ application of Oracy. Presently, students lack confidence in their verbal communication. There are fewer opportunities for Oracy during teaching. The student cohort across all years struggle with being able to adapt their idiolect, the use of colloquial language, informal language and nonstandard English finds it way around the school and in the classroom. Stronger Oracy measures need to be implemented throughout Key Stage3-5.

Success criteria:

- For all students to leave UAE South Bank with an Oracy skill set that will prepare them for future social, academic and professional possibilities.
- For students to be able to articulate themselves confidently.
- To provide greater opportunities for Oracy for all students across the school.
- To create an Oracy programme for 6th formers to support their transition from school to work/university.
- To enhance how Oracy is implemented in the classroom.
- To provide Oracy enrichments for students.
- To provide meaningful opportunities for pupils to develop Oracy outside of the classroom.
- To ensure that Oracy is an integral part of Teaching and Learning.

Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources / cost	Status	Evaluation
Improve the Oracy culture amongst staff and students in order to enhance the quality of Teaching and Learning. Develop an Oracy	An introduction to Oracy- CPD provided for all staff to establish effective teaching of Oracy.	04.09.17	RLE	Provide Oracy resources for teachers RLE to run PD sessions for all staff	<ul style="list-style-type: none"> ▪ Increased awareness of Oracy/ national Oracy issues raised/ Oracy issues within the school/Southwark ▪ Analysis of UAE South Bank Ofsted Report in regards to Oracy. 	Oracy Folders for teachers £300 Printing costs £20	Done	In ML meetings JP looked at effective Oracy strategies in the classroom. RLE to monitor the use of Oracy in SOL in

partnership with Voice21 for 2017-2018 academic year to provide high-quality resources for teaching staff and to improve the confidence of teaching Oracy at all key stages.								departments. RLE to invite members of staff to plan collaboratively.
	Oracy Learning walls around the school to instil a purposeful Oracy setting.	01.09.17	RLE to create Learning walls in English classrooms and around the school.	Oracy triad between RLE, RMO & KTS Pupils to recognise the term Oracy and identify appropriate use of Oracy	Recognition of Oracy for students/staff/prospective parents To raise awareness of the Oracy Framework-physical/ cognitive/ linguistic/ emotional	Materials £100	Partially complete	Oracy walls in all English classrooms/corridors . There is a need to put Oracy Learning Walls around other areas of the school.
	Frequent Oracy and Literacy Assembly inc. Community slides	11.09.17	RLE to create and lead assemblies/ community slides	Delegate and plan for further community sessions For RHG to lead and present Oracy community slides RMO to delivery Oracy debate assembly RLE to deliver an Introduction to Oracy Assembly.	Raise Oracy awareness amongst students To create an Oracy culture in staff and students across the school/years. To highlight the important of appropriate talk. To ensure students and staff are aware of 'The Mode Continuum' methodologies in talk.	No cost	Partially completed	Successful in raising awareness amongst students about Oracy. RHG & SS to monitor how Community leaders deliver the Oracy sessions.
To create an Oracy Policy for the school	01.12.17	RLE & AMS	To plan and produce an Oracy policy (draft) in line	To implement an Oracy standard across the school.	No Cost	To do	AMS to monitor and lead PD.	

				with the school's policies. To contribute staff in put to the policy and adapt according to feedback- PD.	To raise awareness of the importance of Oracy with governors/staff/students/families			RLE to adapt and produce Policy in line with school policies.
	How to use Oracy in the classroom PD	06.11.17	Voice21 to lead& RLE to support	RLE to organise and liaise with SLT and Voice 21 RLE to organise PD session and breakdown of audit For Voice 21 to conduct two Oracy audits- JTR/AMS/IFN/RL E to support audit.	For teachers to have a wider understanding of Oracy To precisely gage how Oracy is currently taught within the curriculum. To identify teachers who lack confidence in teaching Oracy. To identify strong teachers of Oracy. To benchmark overall effectiveness of teaching of Oracy.	Inc. in partnersh ip fee	Scheduled	RLE to evaluate the effectiveness and feedback to SLT/STAFF.
To continuously provide opportunities for Oracy in all years through improving the planning of Oracy within pastoral areas of the school.	Voice21 Partnership	Academic year 17-18	RLE	To organise the Voice 21 Oracy resources and distribute to staff accordingly To meet with LOL to share effective Oracy practise To	To instate a pedagogical link to Oracy and enhance resources at UAE. To improve the teaching of Oracy throughout the school. To create stronger Oracy cross curricular links.	£3,000	Done	RLE to delegate Oracy specialists in each subject area to improve communication between Voice21, Oracy provisions and Oracy lead.

				collaboratively plan with LOL introducing Oracy objectives in to lessons.				
Year 10 Jack Petchey Speak Out Challenge	13.10.17	Julia from JP to lead RLE and RMO to support	<ul style="list-style-type: none"> To organise event To produce letters for families To inform staff of the event To gather 30 able students to participate in the event. 	<ul style="list-style-type: none"> To raise the confidence of public speaking in some year 10 students. To evaluate the confidence of students when speaking publically. 	Free	Done	The questionnaire that pupils answered at the start of the sessions conveyed that 70% of the students felt unconfident when speaking in public however at the end of the workshop 20% of students stated that their confidence in speaking.	
Year 10 ESU Speaking competition	15.11.17	RLE	<ul style="list-style-type: none"> To select students To arrange transport to the event To promote the event around the school 	<ul style="list-style-type: none"> To make links with other schools To establish a relationship with ESU To continue to work with ESU 	FREE	To do		
Year 10 ESU Debate/ Debate enrichment- Debate Mate	Module 1&2 Comp- 18.11.17	RLE	<ul style="list-style-type: none"> ▪ To create a debate programme SOL to be taught in English ▪ To challenge the most able speakers- enrichment 	<ul style="list-style-type: none"> ▪ Improve how students debate- using ESU resources. 	FREE	To do		

	Implement stronger pastoral links to Oracy	All year	RHG & RLE	<ul style="list-style-type: none"> To create a generic Oracy success criteria to be used in all communities. To plan more opportunities for Oracy in community time. For RHG to monitor how community leaders use Oracy effectively. 	<ul style="list-style-type: none"> To combine talk and learning in community time. To raise the confidence of students. To provide greater opportunities for talk. 	FREE	Partially completed	
To enhance and raise the confidence of the Oracy skillset of all students, in all years.	Oracy Ambassador Programme	Module 2-throughout the year	RLE	<ul style="list-style-type: none"> To create a selection process to identify the ablest speakers at KS4. To train Oracy ambassadors to support the T&L in class. 	<ul style="list-style-type: none"> To enhance the rhetoric of able students at KS4. 	£200	To do	
	Provide a range of opportunities for talk-inc. role play/debate/presenting in English/Drama	Throughout the year	RLE/RMO/English Teachers	<ul style="list-style-type: none"> To implement Oracy Objectives in lessons To train English teachers to use Oracy effectively in 	<ul style="list-style-type: none"> To improve the Oracy level of students in KS3 &4. 	FREE	To do	

				<ul style="list-style-type: none"> class To implement the Cambridge Spoken language toolkit. 				
To evaluate and improve the verbal communication of 6 th formers through implementing a successful Oracy programme and training 6 th Form Teachers.	'Find your voice' programme	Begins module 3- continues throughout the year	RLE/KT S/MLS	<ul style="list-style-type: none"> To create a success criteria/outline programme for students in 6th Form. To deliver sessions on speaking in public/presentations/mock interviews 	<ul style="list-style-type: none"> To improve the talk of 6th formers To prepare 6th formers for later life 6th Formers-certification of mastery in Oracy. 	£300	To do	
	Find Your voice Assemblies	As above	RLE/KT S/MLS	<ul style="list-style-type: none"> RLE to plan and prepare with MLS 		FREE	To do	
	Pastoral emphasis-training of 6 th form Community leaders	As above	RLE/KT S	<ul style="list-style-type: none"> MLS to train community leaders-RLE to support. 		FREE	To do	
	6 th Formers Co-teaching community time	Module 2	RLE/KT S/RHG	<ul style="list-style-type: none"> To select students in the 6th form-MLS To assign 6th formers to communities To support students in delivering sessions. MLS to monitor 6th formers' 	<ul style="list-style-type: none"> To raise the confidence of talk in 6th formers To instil pupil led lessons in community time. 	FREE	In progress	

				attendance				
To implement, raise and monitor student application of Oracy in all years by creating a generic success criterion for Oracy to be used in all subjects.	Lead of English to monitor, track and analyse data.	Throughout the year	RLE-RMO	<ul style="list-style-type: none"> ▪ RLE/ English Teachers to assess the spoken language of all students ▪ Ayo to create a database on sims for Oracy ▪ English teachers to submit data on to sims 	<ul style="list-style-type: none"> ▪ To be able to target and support the progression of students' spoken language. 	FREE	In progress	
	To delegate an Oracy specialist within the English/drama department and in other departments.	Throughout the year	RLE	<ul style="list-style-type: none"> ▪ RLE to deliver a ML meeting and ask LOL to choose a representative from each learning area, whom is responsible for Oracy. ▪ RLE to coach and support Teachers in order for them to report back. ▪ AMS to adapt lesson obs/plan templates to incorporate Oracy. 		FREE	To do	

To improve the amount of colloquial language used in the classroom and around the school by promoting the use of standard English.	Word Jail/ Word Liberation/ Word of the Week/ word of the day in English.	Module 1- to run throughout the year	RLE/KTS/CBL	<ul style="list-style-type: none"> ▪ RLE to design templates for classrooms ▪ KTS to laminate and print 100 signs ▪ CBL to liaise with RHG for WOW ▪ CBL to create WOD in English ▪ RLE to train teachers on how to use resources. 	<ul style="list-style-type: none"> ▪ To engage and motivate students to be mindful of classroom talk ▪ To enhance the vocabularies of all students. ▪ To eliminate the use of slang in the classroom. ▪ To improve the teacher/student & student/student dialogue. 	£200	Done	
	Classroom talk CPD	Module 3	RLE/IFB	<ul style="list-style-type: none"> ▪ RLE/IFB to collaboratively plan a PD and deliver to all staff ▪ IFB to record Teachers using Oracy in the classroom. 	<ul style="list-style-type: none"> ▪ Establish teaching triads to share excellent practise of Oracy ▪ To use IRIS so teachers can identify what qualifies as outstanding Oracy practise. 	£100	To do	
	The Spoken language unit in English	The end of module 2	RLE & English teachers	<ul style="list-style-type: none"> ▪ RLE to create a medium term plan on analysing spoken language ▪ English teachers to deliver 	<ul style="list-style-type: none"> ▪ To emphasise the importance of Standard English and adapting idiolects for contexts. 	FREE	To do	
To create a consensual agreement relating to Oracy by implementing an	To create an Oracy policy.	Module 3	RLE/JT R/AMS	<ul style="list-style-type: none"> ▪ RLE to create a 1dt draft of an Oracy policy. 	<ul style="list-style-type: none"> ▪ To create an agreement between all staff, in regards to Oracy. 	Free	To do	

Oracy policy applicable for all years, in which all staff use and parents are aware of.				<ul style="list-style-type: none"> AMS/JTR to check that the policy is in line with school's ethos/policies. RLE to request feedback from teachers- to have input in the policy. 				
To ensure all teaching staff/ support staff model standard English & model effective paralinguistic features.	SLT highlight the importance of modelling Standard English	Throughout the year					In progress	
	SLT to model and monitor how teachers communicate to students.	Throughout the year					In progress	
	To deliver a PD on Spoken communication.	Throughout the year					In progress	
To support Oracy within the home in order to strengthen the language acquisition of our students.	Family Learning sessions	Module 3 & 6	RLE/AMS/KTS	<ul style="list-style-type: none"> RLE create letter RLE to deliver the session KTS to support RLE 	<ul style="list-style-type: none"> To educate, provide resources for parents to use within the home. 	£200	To do	
To improve the teaching and learning of Oracy in all subject areas and identify/evaluate if effective Oracy practise contributes to	Oracy Teaching raffle	Module 3	RLE to organise - JT/AMO to conduct.	<ul style="list-style-type: none"> RLE to organise RLE/JTR/AMS to conduct learning walks and hand out 		£100	To do	

progression on a wider scale.				<ul style="list-style-type: none"> raffle tickets to teachers who demonstrate excellent Oracy. JTR to select winners 				
	To create a generic Oracy Strands/ Oracy Assessment criteria for all departments	04.09.17	RLE		<ul style="list-style-type: none"> 	FREE	Done	
	Oracy Coaching	Througho ut the year	RLE to Organise and SLT to monitor		<ul style="list-style-type: none"> To support teachers with their application of Oracy strategies. 	FREE	To do	
	Oracy Learning walks	Througho ut the year	AMS/ Led by SLT		<ul style="list-style-type: none"> To monitor the effectiveness of Oracy practise within the school. 	FREE	To do	
	I Love Oracy Week	Module 4	RLE/ KTS/RMO SLT/ ALL STAFF	<ul style="list-style-type: none"> RLE to organise and produce a breakdown of the week KTS to support resourcing for the event RMO/RLE create Oracy strategies for all teachers. 	<ul style="list-style-type: none"> To encourage an Oracy culture across the school 	£450	To do	

Priority 9: Social responsibility
9a) Community projects

John Taylor
– with Rob Harding

Context:

A developed sense of social responsibility is one of the three characteristics we aim to develop in all our students. A founding principle of the school was that it should be ‘transformational for the community’ within which it sits. One way we will achieve both these aims is to develop a series of community projects. These will involve project on site in the school community, off site in the local community and for some in the wider community.

Success criteria:

All students from year 7 through to year 13 will engage in a range of community projects each year for an agreed minimum number of hours.

The effect of the school on the local community will be tangible.

Two ‘community project coordinators’ will have the capacity and management to effectively deliver this programme.

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Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/ cost	Status with evidence for status	Evaluation
Develop the community projects and educational visits programme	Appoint 2 community projects organisers as part of student services team	December 2017	JTR	Job description written Appointment made	Structural capacity to support a significantly increased educational visits programme	2 * 20% of community managers salary	Structure agreed and job description written	
	Engage the PFA	October 2017	JTR	Meeting with PFA parents	Key parents engaged with supporting the community projects programme	Nil	Jenifer Lawrence and Jane Wallace engaged during October 2017	PFA have sourced key contacts and met with JTR, very supportive as of November 2017
	Meet with community Southwark and other local community organisations	October 2017	JTR	Meeting with Community Southwark. Meeting with Notting Hill housing trust.	Relationships built to source projects out of school	Nil	Productive meetings held on 3 rd October and 8 th November	

	Produce plan for educational visits programme for summer term 2017	March 2017	Whoever is appointed	Pilot programme of on-site and off-site projects starts in first week of summer term	Students engage in on site and off site community projects	tbc	RED	
	Produce plan for community projects programme for summer term 2017	March 2017	Whoever is appointed	Programme of educational visits starts in first week of summer term	Students engaged in visits programme, teachers engaged in building programme into SOWs	tbc	RED	
	Budget for educational visits and community projects agreed.	March 2017	JTR/C. Viner	Estimates produced. Budget agreed	Staff given responsibility for budget line	tbc	RED	
	Produce programme for educational visits for 2018/19	June 2018	Whoever is appointed	Programme forms part of the school timetable	Ready to go in September	tbc	RED	
	Produce programme for community projects for 2018/19	June 2018	Whoever is appointed	Programme forms part of the school timetable	Ready to go in September	tbc	RED	
Measure the effect of the community projects on the local community.	?	?	?	?	?	?	?	?

Priority 10: Curriculum

10f) To maintain and raise the standard of Literacy across UAE South Bank Academy

Rebekah Lee with
Annette Moses

Context:

The teaching of Literacy at UAE combines both functional and critical Literacy; UAE South Bank aims to conceptualise Literacy by drawing on experiences of the world and school together.

National Literacy Issues:

- Around 16 per cent, or 5.2 million adults in England, can be described as "functionally illiterate".
- According to a National Literacy Trust survey, young people's reading frequency is also in decline.
- The new draft curriculum for English for primary schools (2012) includes a strong emphasis on the teaching of spelling, grammar and punctuation (SPG), a focus that may well be prominent when the secondary curriculum is reviewed.
- The new Teachers' Standards (2012) requires all teachers to "demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English."

DFE:

- Teachers must 'promote high standards of Literacy [...] whatever the teacher's subject.'
- 'All teachers should have a better understanding of the role literacy plays in their subject... and... [this will] enable them to understand how improved reading, writing and speaking and listening skills would help them make more progress in their own subject'

OFSTED Report May 2017:

- Pupils' writing skills show improvement in the organisation and structure of their work over time.
- Pupils' spelling and use of technical features are weaker.

Evidently, the Literacy of UAE South Bank students mirror national issues, there is a decline of reading frequency within Key stage 3 and 4. Geographically, our student demographic illustrates that there is a Literacy vulnerability within the constituency in which they live.

Success criteria:

- All pupils leave UAE South Bank literate.
- To improve the teaching of functional Literacy in all departments across the school.
- To improve the teaching of technical accuracy in Literacy specific subjects (English/Science/History/Art/Drama)
- To educate families on how to support Literacy within the home.
- To improve the attitudes towards reading.
- To challenge the more able Literacy students.
- To conduct a Reading and Writing CATS test benchmark for all year 7 students.
- To create a Literacy database for all students in Key stage 3 & 4.
- To identify and support all emerging/ developing students in key stage 3.
- To improve how teachers Mark for Literacy.

Objective	Actions, including CPD	Date	Responsible	Milestones	Outcomes	Resources/cost	Status	Evaluation
To improve how Marking For Literacy is currently applied across the curriculum through monitoring and evaluating the effectiveness of Literacy feedback in each department of the school.	Improved Marking For Literacy Key for across the curriculum	04.09.17	RLE to create and provide MFL keys for Teaching staff.	<ul style="list-style-type: none"> RLE to redraft the Marking For Literacy Key AMS to clear the MFL key. KTS/ RLE to print, put up and hand out to all teaching staff. KTS to order Labels for students. KTS to print small version of MFL key for all students. For RLE to inform Staff of changes and provide strategies to support the improvement of Feedback and marking in regards to Literacy. 	<ul style="list-style-type: none"> All teachers to display new Marking For Literacy key English teachers to train students to Mark For Literacy (MFL). For all students to have a MFL Key on all exercise books and to use the MFL key effectively in lessons. 	£400	Done	<p>RLE to monitor that all staff have placed the MFL keys on books.</p> <p>KTS to replenish the MFL sticks.</p> <p>KTS to monitor that all classrooms have the MFL keys in classrooms.</p>
	Generic Marking For Literacy stickers for all teachers to use across the curriculum.	04.09.17	RLE to organise. KTS to print.	<ul style="list-style-type: none"> RLE and English teachers to analyse the common functional literacy errors in English, which will infer the Literacy needs of students. RLE to create generic stickers in line with LW/R Strands. <p>AMS to check the effectiveness of stickers</p>	<ul style="list-style-type: none"> To create an awareness of the importance of MFL. <p>To enhance how teachers MFL and to emphasise student responsibility of MFL.</p>	£500	Done	RLE to ensure all teachers use the MFL keys effectively.
	Marking for Literacy across the curriculum PD.	15.01.18	RLE	<ul style="list-style-type: none"> RLE to compile a range of MFL examples across the curriculum. <p>RLE to plan and run a PD to all staff and show effective MFL and how to support</p>	<ul style="list-style-type: none"> To improve the effectiveness of MFL across the school. <p>For teachers to be able to identify a student's Literacy ability.</p>	No Cost	To do	

				Literacy in class.				
	Marking For Literacy Audit X 2	16.01.18/ 15.05.18	RLE to organise/ JTR/ AMS to conduct	<ul style="list-style-type: none"> RLE to target 20 students- LAPS/MAPS/HAPS in terms of literacy. RLE to organise how students collect books. RLE/JTR/AMS to analyse how teachers MFL. AMS to feedback to staff. <p>RLE to identify staff who need support with MFL.</p>	<ul style="list-style-type: none"> To monitor the Literacy Feedback and Marking from all staff. To quality assure specific groups of students-emerging-mastering. <p>To monitor</p>	No Cost	To do	
	To Create LWS (Literacy Writing Strands) and LRS (Literacy Reading Strands) for whole school use.	04.09.17	RLE to create and deliver in inset.	<ul style="list-style-type: none"> RLE to research the pedagogy surrounding Literacy and compare Literacy strands. <p>RLE to establish appropriate functional Reading and Writing Strands that will be used across the whole school.</p>	<ul style="list-style-type: none"> For teachers to implement Literacy strands in to T&L. <p>To train teachers to focus on specific functional Literacy skills in lesson.</p>	£50 printing costs.	Done	RLE to monitor and QA across the school.
To implement a successful Literacy model across the school and ensure that all teachers use it consistently within Teaching and Learning.	Staff PD- including Literacy policy.	04.09.17	RLE to deliver KTS and English Teachers to create folders for all staff with Literacy resources.	<ul style="list-style-type: none"> RLE to create a model and policy alongside HT and AMS. To inform all staff of Literacy Policy To inform all teachers of Literacy model. To mutually establish what Literacy skills are and how the Literacy should be monitored. To provide relevant Literacy pedagogy. Questionnaire to LOL-RLe ML meeting to monitor and track. 	<p>a) To emphasise the importance of Literacy in all subjects.</p> <p>b) To create an awareness of the Literacy issues in the school/borough/ national</p>	£400	Done	
To support, track and monitor	Literacy intervention	Throughout the year	SBK to support SEND students-				On going	

students with low literacy attainment in all years by providing quality Literacy resources and strategies.			LSAs to deliver support sessions.					
	One on one support	Throughout the year	SBK/ LSAs					
	To monitor and track LLAs		RLE/SBK					
	To run targeted intervention		RLE/KTS					
To consistently improve positive attitudes towards Literacy in all years by providing engaging wider school activities at Key Stage 3/4.	Young writers competitions	Throughout the year	RLE/CBL	<ul style="list-style-type: none"> To establish relationship with YWs For RLE to access resources To train CBL on how to access, teach and support competitions To liaise with RHG to promote to all communities. 	<ul style="list-style-type: none"> Providing Literacy opportunities for students. To support Literacy creativity in able students. For students to gain a certification/publication. 	FREE	In progress	For CBL to continue to run YWs.
	Caught You Reading	Throughout the year	KTS/RLE	<ul style="list-style-type: none"> RLE to come up with a supporting Reading strategy KTS to create tokens for teachers. AYO to create a logging system on sims. RLE to promote to staff/students in PD and community time. Teachers to hand out to tokens. RLE/ KTS to log on sims. RLE to order prizes. KTS to create Caught You Reading certificates. 	<ul style="list-style-type: none"> To instil a positive reading culture within the school. To inspire students to want to read. 	£200	In progress	KTS to monitor, track and log.
	Year 9 book recommendation scheme	Module 2/4	RLE	<ul style="list-style-type: none"> RLE to identify students RLE to buy books RLE to create a template RLE to place around the school 	<ul style="list-style-type: none"> To inspire year 9 students to read more frequently. To challenge HAP Literacy students. 	£40	In progress	RLE to QA.

To improve how Literacy is currently measured by implementing a successful database to track and monitor Literacy in Key stage 3 &4.	To create emerging/developing/ securing/ mastering database on sims to be used by all teachers to support/challenge students.	Module 3	RLE/English Teachers	<ul style="list-style-type: none"> RLE & English Teachers to assess all students in all years. AYO to create a database on sims. RLE to moderate with English teachers and identify whether students are E-M in Literacy. RLE to analyse the data of students RLE to create PD to train teachers on how best to support all Literacy levels. 	<ul style="list-style-type: none"> To improve how the school identifies, tracks and monitors students' Literacy in all years. To focus on progressing students to Securing/Mastering Levels of Literacy. 	Free	In progress	RLE to evaluate how effective the database is by analysing the percentile of students in all categories of Literacy skill.
To consistently encourage a Reading For Pleasure culture across all departments and provide high-quality provisions for pupils across the school.	Accelerated Reading Programme- Year 7/8 & some Year 9.	Academic Year 17-18	KTS to monitor-RLE to oversee. English Teachers to implement.	<ul style="list-style-type: none"> KTS to assess, track and monitor Yr 7 & 8 students KTS to order books for AR KTS to order/ train staff on using AR. KTS to inform staff and students on what AR is and the benefits of it. 	<ul style="list-style-type: none"> To ensure all students read books appropriate to level. To improve the progress of students. To enhance comprehension/ vocabulary levels of students. 	£1000	In progress	KTS to continue to train English Teachers. RLE to analyse the AR data.
	Caught You Reading	Academic year 17-18	See above	See above	See above	See above	See above	See above
	CLIC partnership	Academic year 17-18	RLE	<ul style="list-style-type: none"> To create a partnership with CLIC and integrate resources in to LRC/ English. 	<ul style="list-style-type: none"> To strengthen understanding of national/local Literacy issues within schools. 	FREE	Done	RLE
	National Literacy Trust partnership	Academic year 17-18	RLE/KTS/AMS	<ul style="list-style-type: none"> RLE to update staff with training opportunities and current Literacy issues. 	<ul style="list-style-type: none"> To provide staff with Literacy training opportunities 	£150	Done	RLE
Implement outstanding Literacy practise in	English teachers to encourage PA/SA when Marking For Literacy.	Throughout the year	RLE/English Teachers	<ul style="list-style-type: none"> RLE to train English teachers on how to encourage Literacy responsibility. 	<ul style="list-style-type: none"> To encourage a level of responsibility amongst the cohort. 	Free	To do	RLE to QA through learning walks,

English and encourage students to be responsible for their own application of Literacy across all subjects.								marking audits and tracking.
To enhance and improve the confidence of the teaching of Literacy by supporting teachers across the school.	Literacy Coaching programme	Throughout the year	RLE/ Specific teachers/ English teachers	<ul style="list-style-type: none"> ▪ RLE/ AMS to identify teachers who would benefit from Teaching Literacy coaching. ▪ RLE to create programme. ▪ RLE to deliver. ▪ English Teachers to link with areas and share subject knowledge. 		Free	To do	
	To work with LOL to enhance the teaching of Literacy							
To improve all students' application of functional literacy skills, focusing on technical writing skills through improving the Literacy provisions in all subject areas.	To delicate Literacy overseers in learning/pastoral areas.	See above	See above	See above	See above	See above	See above	See above
	Inset- A Practical approach to Literacy.	See above	See above	See above	See above	See above	See above	See above
	Touch typing programme & spelling Bee.	Module 5	RLE/MED	<ul style="list-style-type: none"> ▪ RLE to order Touch typing programme ▪ MED to liaise with other schools in Southwark ▪ To plan and organise a spelling bee. 		£800	To do	
To enhance	Literacy audit	04.09.	RLE to	See above	See above	See	See	See above

the teaching of Literacy across the curriculum		17	Prepare and Lead			above	above	
	I love Literacy Week	Module 3	RLE/SLT to support	<ul style="list-style-type: none"> ▪ RLE to create a bank of resources for teachers ▪ RLE to buy promotional products ▪ SLT to conduct learning walks 		£500	To do	

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Self-evaluation form

The self-evaluation form included here is the one that was completed in May 2017 by Gary Nelson. It has informed the production of the school development plan (SDP). The SDP has also taken account of the following evaluative feedback:

- The Ofsted report from the inspection on the 9th and 10th May 2017.
- The latest termly report from our School Improvement Advisor, following her monitoring visits on the 31st March and 27th June 2017.
- The outcomes of a review of current and potential provision to meet the school's values and educational philosophy undertaken by the whole staff body on the 31st August 2017.

A new SEF will be produced over the course of the year as part of the school improvement cycle. This can be presented to the governing body in May 2018. In future years the SEF will be presented in October/November, taking account of public examination results.

Self-Evaluation Form

May 2017

Overall effectiveness: the quality of education provided in the school: UAE Southbank Academy is good.

For UAE Southbank Academy to secure good and beyond: Learning outcomes need to be externally moderated and verified. Inadequate teaching needs to be eradicated. The majority of teaching needs to be good or better. Student behaviour needs to improve further, particularly in transitional times and free time. The curriculum at KS4 has been planned and accepted by the Governing body.

Grade Descriptor RAG rated ¹	Evaluation	Evidence base	Next Steps
The quality of teaching, learning and assessment is at least good.	<ul style="list-style-type: none"> Teaching has continued to improve with no inadequate teaching since November: Good or better = 74%, Outstanding = 7% (6), Inadequate 8%(6) Support programmes put in place for struggling teachers have had a rapid impact with supported staff teaching consistently well. Project based learning is evident across KS3 and is enjoyed by students. Teaching has become more consistent with the introduction of a common framework (TEEP). There is less variation within learning areas in teaching profile. The vast majority of lessons since January have been good or better. 	<ul style="list-style-type: none"> T&L profile (module 1,2,3 and 4) Lesson Observation forms Work scrutiny forms Student voice forms LW drop in forms Teaching profile Departmental Review Schemes of Learning 	<ul style="list-style-type: none"> All teachers are inducted onto a layered coaching programme (eg. Alpha, Beta, Gamma), led by TEEP2 team Embed TEEP model to develop core style and identity Schemes of learning (SoL) at Ks4 need to be developed to transition from project based learning to a formal GCSE style that will prepare students for public examinations
Outcomes for students is at least good	<ul style="list-style-type: none"> Outcomes for Module 1-4 for 2017 show the academy is continuing to make good progress. High ability students are closing the progress gap in comparison to others but more needs to be done. 	<ul style="list-style-type: none"> Module 6 data 2015/16 and Module 1 to 4 data 2016/17 	<ul style="list-style-type: none"> External moderation of work and assessments in year 7,8 and 9 is needed (SASH, All Saints, Michael Faraday) as a matter of urgency Increase the number of High ability students making rapid progress

¹ Green = Doing it and effective, Amber = Doing it but needs developing, Red = Not doing it and a priority, Blue = Not doing it but not a priority, No RAG rating = not sufficient evidence to make a judgement

<p>Leadership and Management is likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving it rapidly and securely towards good.</p>	<ul style="list-style-type: none"> • Leadership and management since September 2016 has stabilised the academy and with the appointment of a Principal since October has had a positive impact with staff cohesion. For instance, the introduction of a transparent quality assurance cycle has meant staff are better informed about school processes and their timings. A middle leadership group has been created which now has input with SEF and development planning. • Performance management has been reviewed and a robust, transparent system is in place that links to the Key priorities of the SDP. Interim meetings are taking place in March to review progress so far 	<ul style="list-style-type: none"> -Student Voice -Middle leader minutes -Data analysis -ML SEF -PM documents 	<ul style="list-style-type: none"> -Review roles of staff as the academy is expanding and agree new job descriptions for all staff -Review meeting structure to maximise impact on learning and manage staff workload -Amend QA cycle accordingly
<p>Deliberate and effective action is taken to promote students' spiritual, moral, social and cultural development and their physical well-being.</p>	<ul style="list-style-type: none"> • Attendance is good and above the national average. It was 97% in 2015 and is 96% so far for 2016. Sixth form attendance is significantly above the national average. • An effective relationship with EWO and other external services has been established • Improvement in behaviour has been significant with the introduction of a behaviour management system which has led to less disruption in lessons. Low level disruption and student behaviour out of lessons is uncommon and reducing since October 2016. • New weekly Strategic Progress Intervention (SPI) meetings track identified students not making progress due to either attendance, learning or behaviour barriers to progress. • Weekly Community reports sent by Student Services to Community Leaders to generate action and discussion with students. • Families receive weekly reports on Rewards and Behaviour points issued each week. 	<ul style="list-style-type: none"> -S3 data reports by year, community group and subject area -P3 records and Reward Bus lists -Minute from the SPI meetings -Minutes from SLT meetings - reports sent to Community leaders - message/email sent to Families 	<ul style="list-style-type: none"> -Work with EWO to reduce persistent absence in particular groups (Year 8, PP) -Embed mentoring and support mechanisms that are led by Middle leaders and Community Leaders -Create and lead a plan to improve students' corridor behaviour

<p>Safeguarding is effective.</p>	<ul style="list-style-type: none"> • Safeguarding and recruitment responsibilities have clear lines of accountability. Robust systems are up to date and in place. Staff are made aware of PREVENT issues upon induction. More frequent Safeguarding related updates are required. • Online safety policy recently reviewed November 2016 • Safeguarding policy and practices recently reviewed • Online Safer Recruitment training for Extended Leadership team has been made available. • Online Prevent Duty Training for Middle Leaders and SLT has been made available. • Safeguarding is now a constant item on SLT meeting agendas • Newly Appointed Safeguarding Lead has achieved Designated Lead training at Southwark Council. • Safeguarding team is currently training new members to increase capacity • All Safeguarding documents are now on a separate drive only visible to the newly formed Safeguarding team • Link established with Southwark safeguarding Lead to review procedures. Safeguarding policy has been reviewed and altered. Online procedures have been updated. Awaiting ratification by Governors. • More robust signing-in procedures have been established. • Travel plan written in partnership with Southwark Council. Bronze Award has been achieved, Silver Award has been submitted. • Training around community specific issues FGM has taken place in joint CPD with Michael Faraday junior school. • The reporting of bullying and procedures to deal with it have been reviewed to make referral clearer and more effective. 	<ul style="list-style-type: none"> -Single Central Register -Safeguarding logs -Records of Referrals -Signed PREVENT documentation -Bill Stonehams' report -SLT minutes -Southwark report -Digital sign in procedures 	<ul style="list-style-type: none"> -Constantly evaluate and measure safeguarding procedures using Safeguarding audit toolkit -Establish more frequent meetings with nominated Safeguarding Governor (Karen Fowler) -Have 7 fully trained members of the Safeguarding team (4 currently formally trained) -Silver submitted (Awaiting accreditation), working towards Gold.
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	<ul style="list-style-type: none"> Exit from the physical site is problematic with potential 'choke points' caused by ageing building design. Currently it is being effectively managed by diligence of staff on duties who are aware of the issue and the opening of two gates. 	-Bullying log	<ul style="list-style-type: none"> -Remodelling of exit points. -Introduction of crash barriers to front of school (awaiting go ahead from Southwark Council)
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Effectiveness of leadership and management is good: The improvements necessary for the school to be good have been successfully implemented. Governors are starting to demonstrate the impact of the challenge they provide and middle leaders are being developed so that they can demonstrate the sustained impact of their work. There is now a shared culture of accountability. Regular monitoring ensures that the leadership team has an accurate assessment of the quality of teaching, which will be regularly verified by external review, this is enabling targeted support, which have led to improvements in the quality of teaching.

For Leadership to secure good and move to outstanding: The academy needs to engage all stakeholders. Governance needs to continue their restructuring process in order to secure clear lines of accountability, support and communication with the leadership team. Ensure the curriculum reflects the ethos of the academy and is broad and balanced in preparation for KS4 and KS5. Ensure the appraisal is robust and linked to academy improvement whilst being supportive of staff.

Grade Descriptor RAG rated	Evaluation	Evidence base	Next Steps
<p>Leaders set high expectations of students and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and students support the progress of all students at the school.</p>	<ul style="list-style-type: none"> • Leaders actively use the school’s values to promote ambition for all, respect and tolerance, resulting in a positive school culture as demonstrated by relationships between students and staff. • Family(Parent) surveys have been completed and are discussed by SLT/Staff • The school’s rigorous multi input quality assurance processes, including learning walks, lesson observation, drop-ins and book monitoring ensure that self-evaluation is very well informed. • Rewards and Sanction data indicate behaviour in classrooms is leading to a purposeful learning environment that is calm, orderly, respectful and aspirational. • Outcomes show students are making good progress towards centrally set above national outcome targets. (see outcomes section) • All NQTs successfully passed their course which was externally moderated 	<ul style="list-style-type: none"> - Quality Assurance cycle -Learning Area Review documentation -Behaviour log summary and analysis -Half termly (Module) data summary -NQT documentation and records 	<p>-The use student, parent and staff voice needs to be embedded to ensure even greater stakeholder involvement in the school’s development</p>
<p>Leaders and governors use performance management effectively to improve teaching. They use accurate monitoring to identify and spread good practice across the school.</p>	<ul style="list-style-type: none"> • A clearer and simpler appraisal process has been put in place for the 2016-17 cycle • Governors are now able to monitor closely performance Management, which will ensure teachers are rewarded appropriately and underperformance is tackled robustly. (See Teaching: Teaching, Learning and Assessment section). 	<p>PM documentation Governors meeting minutes</p>	<p>-Leaders and governors need to ensure the changes to the performance management process are embedded so that they are incisive and consistently lead to professional development that</p>

	<ul style="list-style-type: none"> • There is a culture of devolved accountability. Regular monitoring ensures that the leadership team has an accurate assessment of the quality of teaching, which is enabling targeted support, which is leading to improvements in the quality of teaching. 		encourages, challenges and supports leaders and teachers' improvement.
Teachers value the continuing professional development provided by the school. It is having a positive impact on their teaching and students' learning. Teaching is consistently strong across the school or, where it is not, it is improving rapidly.	<ul style="list-style-type: none"> • PD programme structure has been altered to improve workload and allow teachers to develop and consolidate their practice. • The timetable has been altered to ensure learning areas have time to plan jointly each week. • The new timetable structure has led to more progress being made by students. • Quality Assurance provides all staff to joint observe with an experienced member of staff led by leadership team with Lol's to ensure consistency of judgement and quality of provided feedback • The lesson observation proformas have been rewritten to have a sharper focus on improving learning and teaching • TEEP 2 delivery team has been established and are now leading PD sessions for teachers 	<ul style="list-style-type: none"> -Quality Assurance cycle -PD programme -Published timetable lesson summary/ report -Lesson observation forms <ul style="list-style-type: none"> -PD materials 	<ul style="list-style-type: none"> - TEEP 2 delivery team to lead PD focussed on T&L during week A sessions.
Governors hold senior leaders stringently to account for all aspects of the school's performance, including the use of pupil premium, the primary PE and sport premium and SEN funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for students.	<ul style="list-style-type: none"> • The experienced Chair of the board of Trustees, by recruiting new Governors, directing support for Governors and ensuring visits and meetings are focused on developing a better understanding of the school, has ensured that Governors now having greater impact. This means Governors are more able to provide effective support and challenge. For example, support with behaviour and the challenge around self-evaluation, the presentation of the school improvement plan, curriculum for 2018, PM management validation of targets and safeguarding procedures. This is done through calendared meetings with the principal and members of the SLT. 	<ul style="list-style-type: none"> -Governors meeting minutes -Principals' and SLT reports to governors -Governor visit reports 	<ul style="list-style-type: none"> -Governors need to have a good awareness of the school's strengths and weaknesses and provide effective challenge and support. -Link Governors should be assigned to learning areas and visit once a term to support learning and challenge where necessary.

	<ul style="list-style-type: none"> • Governors are also contributing to the strategic direction of the academy by ensuring the academy remains true to its core values and principles. It is also providing resources, both physical and human, to facilitate initiatives e.g Formula 1 set up in engineering. 		
<p>The broad and balanced curriculum provides a wide range of opportunities for students to learn. The range of subjects and courses helps students acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. This supports students' good progress. The curriculum also contributes well to students' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.</p>	<ul style="list-style-type: none"> • The curriculum is STEAM based with an emphasis on project based and themed learning across the academy. This provides instantly recognisable and transferable skills to different subject areas. The curriculum at KS3 is broad, balanced and appropriate. Option choices taken at the end of year 8 ensure high motivation and challenge for students. Aspirations for students are high as the vast majority of students have access to Triple Science, Engineering and Computer Science and the English Baccalaureate and the basket of 8 • Setting has been revised and the more able students are set together to allow for rapid progression. This is having an impact as the progress gap is closing for high ability students (HAPS) • The university has supported the academy by ensuring all students are Associate Students of the University (as are the Staff). The University staff run workshops for the Academy student and conduct demonstration sessions at the University for the Academy students to enhance their learning experience and enjoyment of the curriculum. • Students participate in Enrichment sessions after school (at least one compulsory session out of three a week) which helps promote STEM, sport and learning. E.g Engineering club, BMX link with British cycling and Mandarin club. • The new timetable with 1 hour lessons (Jan 17) has helped student retain focus in 	<ul style="list-style-type: none"> -SoL, university challenges -Attendance rate above the national average -SEN register and support plans -Case studies of key Students -Data summary module 2-4 <ul style="list-style-type: none"> -Enrichment registers and documentation <ul style="list-style-type: none"> -P3, S3 records 	<ul style="list-style-type: none"> -Implement a bespoke alternative provision, with skilled and experienced staff, to ensure the curriculum is appropriate for our most vulnerable students. -Recruit staff for new courses in Key Stages 4 and 5 -Staff the expansion of the school with the addition of a full year7 intake and year 12.

	class. With a positive ratio of 26:1 rewards to sanctions		
Leaders consistently promote fundamental British values and students' spiritual, moral, social and cultural development.	<ul style="list-style-type: none"> Through the Community pastoral system and community time activities, Community leaders are promoting fundamental British values and students' spiritual, moral, social and cultural development. 	<ul style="list-style-type: none"> -Community time and Assemblies programme -Pastoral resources folder 	<ul style="list-style-type: none"> -Introduce values based education by evolving own identity in consultation with students, staff and parents
Leaders promote equality of opportunity and diversity, resulting in a positive school culture. Staff and students work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and students do not tolerate prejudiced behaviour.	<ul style="list-style-type: none"> The academy is broad and diverse in its makeup (which is also reflected in its staffing). There is a tolerance and celebration of different cultures and needs. For example, Celebration of Chinese New Year with the Confucious centre. A prayer room has been provided for staff and students to use at key times. Discriminatory incidents which are very few are, recorded and dealt with appropriately. 	<ul style="list-style-type: none"> -PP funding breakdown. Racist incident log. 	<ul style="list-style-type: none"> -Promote and celebrate different cultures and diversity through community time and assemblies
Safeguarding is effective. Leaders and staff take appropriate action to identify students who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those students.	<ul style="list-style-type: none"> Safeguarding is effective. Leaders and staff take appropriate action to identify students who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those students. Additional training and checking has been provided for new HR/admin staff by outside providers (Judiciam) A link governor who is a local primary head of an outstanding school has provided valuable feedback during a review of safeguarding 	<ul style="list-style-type: none"> -Single Central Register (SCR) -Student training for online safety in SoL -Annual Safeguarding training for all staff -Link governor report on Safeguarding -Safeguarding log -Safeguarding minutes -Safeguarding register 	<ul style="list-style-type: none"> -Trust to arrange safer recruitment training for all staff Module5
Leaders protect students from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with students	<ul style="list-style-type: none"> All staff have initial induction training on Prevent awareness and Keeping Children safe in education. Further training for staff on preventing extremism, to ensure vigilance, will take place in the spring term. 	<ul style="list-style-type: none"> -Prevent training during August PD days for all staff -Online Training -Safeguarding update December 2016 	<ul style="list-style-type: none"> -Critical incident plan to be reviewed in Autumn term

Quality of teaching, learning and assessment is good: Staffing stability has improved since the appointment of a new principal, vice principal and assistant principal; the majority of teaching is securely good. The adoption of a new Learning and Teaching policy with a common teaching framework have the improved pace and challenge and therefore the progress of students in lessons.

For teaching, learning and assessment to be outstanding: The recently established learning cycle needs to continue on its journey towards being embedded. Planning needs to be focussed on promoting student response to feedback and more activity based learning to improve engagement. Coaching and support programmes need to be established for staff at all skill levels. Assessment data needs to show no significant gaps for key groups of students.

Grade Descriptor RAG rated	Evaluation	Evidence base	Next Steps
Teachers use effective planning to help students learn well. Time in lessons is used productively. Students focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge students	<ul style="list-style-type: none"> • A clear rewards and sanctions procedure is in place and being implemented. A ratio of 4.3:1 positive rewards to negative sanctions has been established. • Lesson planning is focussed on linking learning using theme based learning through the use of the TEEP cycle • A new Learning and teaching policy has been written and implemented which Embraces STEM, themed learning and uses to TEEP model to deliver our learning and teaching principles 	-Rewards and sanction report	-Learning Area reviews need to be followed up to ensure key actions and recommendations have been put in place and are having impact.
In lessons, teachers develop, consolidate and deepen students' knowledge, understanding and	<ul style="list-style-type: none"> • Data analysis using assessment templates set up in SIMS help class teachers analyse progress using and identify students who 	-Assessment point Data analysis from Leaders of learning	-Prep time programme of intervention to be put in place

skills. They give sufficient time for students to review what they are learning and to develop further. Teachers identify and support effectively those students who start to fall behind and intervene quickly to help them to improve their learning.	<ul style="list-style-type: none"> need further support and intervention. Departmental intervention is in place for students identified below targets A robust data dashboard has been developed and shared with staff to help analyse performance of subjects and key groups of students 	-Learning Area catch up enrichment sessions	-LA's in numeracy employed to work with 'red' students -Produce data 'grab files' for teachers
Teachers use their secure subject knowledge to plan learning that sustains students' interest and challenges their thinking. They use questioning skilfully to probe students' responses and they reshape tasks and explanations so that students better understand new concepts. Teachers tackle misconceptions and build on students' strengths.	<ul style="list-style-type: none"> Learning Walks, observations, work scrutiny and drop-ins have identified good practice and areas for development across the academy. Project based learning helps sustain interest and motivation as well as reinforce conceptual understanding through real life contexts. A learning cycle has been implemented and now established across the academy, so that all staff provide high challenge, and create an environment where the students are prepared to take risks and learn from their mistakes. 	-Learning areas scheme of learning and planning maps that show key questions and identification of common misconceptions -University Challenge overview	-Plan and develop how University challenges will work in KS4 in year 10 and 11
Teachers give students feedback in line with the school's assessment policy. Students use this feedback well and they know what they need to do to improve.	<ul style="list-style-type: none"> A formal marking policy has been put in place. The feedback policy provides students with the opportunity to respond to teacher comments so that marking has a positive impact on progress over time. Teachers have recently adopted a www/ebi approach to formative marking and assessment. 	-Formalised Assessment policy and procedures -Book monitoring -Marking for literacy	-Staff need to know what the impact of good feedback looks like across all learning areas by sharing best practice.
Teachers set homework, in line with the school's policy and as appropriate for the age and stage of students, that consolidates learning and prepares students well for work to come.	<ul style="list-style-type: none"> Home learning has been implemented at the start of Module 3. To support this a formal homework timetable has been put in place. In addition, students attend prep time as part of an extended school day which also includes at least one enrichment session per week between 4-5pm. 	-Parental feedback about HW -HW timetable	-Prep time to be overseen by HTLA who will establish protocols for learning during this time.
Teachers develop students' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in	<ul style="list-style-type: none"> Improving whole school literacy is an immediate priority as it may be preventing students from accessing the learning in lessons Reading age is now benchmarked in year 7 	-KS2 data upon entry -Book monitoring	-Ensure marking for literacy is embedded across all learning areas. - Accelerated reader programme for identified

enabling them to tackle unfamiliar words.	<p>and given to staff in their data packs (grabfiles). Students are placed on a programme according to their reading age range to improve and promote literacy and love of reading. This is coordinated by the LRC.</p> <ul style="list-style-type: none"> • Marking for literacy is an expectation across the academy with extra EAL support, from the MFL department, in place in English lessons. Mathematics and numeracy is encouraged through the use STEAM themed and project based learning • A numeracy LA has been employed to help students to catch up students who need to improve numeracy skills • Upon entry student numeracy skills are better than their literacy skills 	<p>every half term.</p> <p>-Reading age tests (not in place)</p>	<p>students who are below their expected reading level.</p> <p>-Recruit an LA with a specific focus for literacy to mirror the numeracy model</p>
Teachers expect and encourage all students to work with positive attitudes so that they can apply themselves and make strong progress.	<ul style="list-style-type: none"> • Students are rewarded for positive learning through the reward system P1, P2 and P3 underpinned by overall achievement rewards eg. Gold, Silver Bronze awards • End of module reward for students with most P3s awarded – Reward bus 	<p>-Achievement point data from SIMS</p> <p>-End of module reward assemblies with certificates</p>	<p>-Implement additional progress based rewards programme through SLT monitoring</p> <p>-Introduce attitude to learning grades through the reporting system</p>
Students develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.	<ul style="list-style-type: none"> • Through project based STEAM learning and at KS3 students have the opportunity to learn through contextual, real life situations and the academy vision of "Creating your Future" through connections, challenge and creativity • Hour long lessons have helped students retain their enthusiasm and focus in lessons • TEEP learning cycle encourages students to be more independent and take a hands on approach 	<p>-Schemes of Learning</p> <p>-Student voice</p> <p>-Lesson Observations</p>	<p>-Develop open ended tasks to provide stretch and challenge for all, especially high ability students</p> <p>-Develop Themed based learning at KS4 to link with exam specifications</p>
Most students commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.	<ul style="list-style-type: none"> • At the end of every module students are assessed and given a direct improvement task relating to work they have completed over that module. 	<p>Book monitoring</p>	<p>-Change emphasis from behaviour for learning to attitude to learning by introducing attitude to learning grade in reporting</p>
The school gives accurate	<ul style="list-style-type: none"> • Student progress is communicated to 	<p>-Student reports</p>	<p>-GCSE parents and</p>

information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.	<p>parents every module (half term). Progress has switched from old national curriculum levels to a decimalised 1-9 level system. This took careful explanation to families at the end of last year but will need reinforcing and repeating with module 1 reports.</p> <ul style="list-style-type: none"> • Parents have better access to reports via electronic means (SIMS Learning Gateway) • Parents evenings for subjects have been introduced with 80% attendance. • Predictions are now based on regular testing, moderation and marking and the judgement of a stable teaching staff. 	<p>-Family Survey</p> <p>-Attendance figures for parents evening</p> <p>-Learning Area review documentation</p>	<p>families' info evening planned for 4th module to explain changes and how to support their child</p> <p>-Ensure data is accurate by externally moderating with local partnership schools.</p>
Teachers promote equality of opportunity and diversity in teaching and learning.	<ul style="list-style-type: none"> • Mixed ability teaching promotes equality of opportunity of all. This is supported by SEN awareness of students. In English, maths and science this is refined slightly with the introduction of a top set to ensure better progression for higher ability students. 	<p>-SEN register, Personal Learning Plans.</p> <p>-Student survey</p>	<p>-Promote female engineers across the academy to challenge gender imbalance</p> <p>-All planning must meet the needs of students across the ability range and for disabled students or those with special educational needs</p>

Personal development, behaviour and welfare is good Personal Development, Behaviour and Welfare has improved because a policy and procedures for positive behaviour management have been introduced, better attitudes to learning are impacting on progress for most students, and support plans are in place for persistent offenders. Attendance for a very few PA students is being addressed.

For behaviour to be outstanding:

Fully implement changes to attendance strategy focusing on rewards and greater challenge and support for all students, especially those 90% and below attenders. Raise post 16 aspirations. Introduce a formal CIAG programme for all students. Reduce persistent absence to below 4%.

Grade Descriptor RAG rated	Evaluation	Evidence base	Next Steps
Students are confident and self-assured. They take pride in their work, their	<ul style="list-style-type: none"> • Staff politely but firmly challenge students about uniform (business attire) and are superbly supported by the student support 	<p>-Preparation for Learning logs ie. Lateness lack of</p>	<p>-Student presentation of work needs to be addressed so that is</p>

School and their appearance.	team who hold students to account and help them organise themselves to rectify any ongoing issues.	equipment	consistent across the academy.
Students' attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make.	<ul style="list-style-type: none"> Data analysis, Learning walks, student voice and external monitoring all indicate that discipline is improving. There has been an initial increase in external exclusions and internal isolations as a result of a behaviour management system being implemented. Lesson observations and staff feedback indicate that the majority of students are making more progress as a result of less disruption. 	<ul style="list-style-type: none"> -Learning Walks and lesson observations (held centrally) -Behaviour support plan -Meeting proformas 	-The academy needs to identify, support and manage persistent offenders to ensure there is no disruption to learning by continuing to implement a progressive structure of intervention.
Students show respect for others' ideas and views.	<ul style="list-style-type: none"> Community time resources feature a structured weekly debate which is part of the Community Time (PHSE) programme 	-Learning Walks and lesson observations of community time	
In secondary schools, students use impartial careers guidance to make choices about the next stage of their education, employment, self-employment or training.	<ul style="list-style-type: none"> Careers education, information, advice and guidance has so far centred around promoting careers and pathways on STEM. Activities valued by the students include, assemblies, guest speakers and trips to the LSBU engineering department. Governors challenged how frequent and aspirational this guidance was. As a result, there have been staff changes, including an SLT STEAM coordinator role, enabling the school to make greater use of external agencies such as the local Education and Business Partnerships 	<ul style="list-style-type: none"> -Trips and Visits information -School visitors and presentations eg. Dyson Engineering Oct 2016 -Skills London (Dec) with Year 12 -STEAM development plan 	<ul style="list-style-type: none"> -Peer Student mentoring using 6th formers -Introduce STEM and business mentors for 6th form students -WEX for year 12 -A comprehensive IAG programme for year 9, 10, 11 and 12 students needs to be put in place (Post 16 plan) -Implement initiatives identified in the STEAM development plan
Students are punctual and prepared for lessons. They bring the right equipment and are ready to learn.	<ul style="list-style-type: none"> This is one of the maximising steps in learning (non negotiables). Staff ensure students are supplied with the correct equipment and hold students accountable through Preparation for learning sanctions. Punctuality to lessons is improving. 	<ul style="list-style-type: none"> -PPL detention data shows an increase/decrease for...insert time period -Number of lates per week over module 1 and 2 	-Support the improvement of punctuality to lessons
Students value their education. Few are absent or persistently absent. No groups of students are disadvantaged by low attendance.	<ul style="list-style-type: none"> Whole school attendance is currently 95.7%. Attendance levels have been sustained through a whole school push involving the Student Services team and the intervention 	<ul style="list-style-type: none"> -Attendance data reports -PA case study 	-Reduce PA to below 10% by Module 6

<p>The attendance of students who have previously had exceptionally high rates of absence is showing marked and sustained improvement.</p>	<p>work of the SENDCO. Persistent absence is improving and although students below 90% are better in comparison with national benchmarks 11% v 12% it is seen as an area of further improvement. An EWO has been employed to do this. Student services have a dedicated member of the team to work with PA students</p>		
<p>Students conduct themselves well throughout the day, including at lunchtimes.</p>	<ul style="list-style-type: none"> Students are taking greater responsibility for their own behaviour and showing greater respect. Uniform and litter are tangible evidence of this however more work needs to be done when students move around the school. 	<p>-Duty Rota rigorously monitored by Student Services team. -Behaviour log data cross referenced for out of lesson incidents</p>	<p>-Students conduct during transitional times needs improvement - Support and training for Community Leaders and Middle Leaders in tackling 'local' behaviour issues.</p>
<p>The school is an orderly environment. The vast majority of students respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare.</p>	<ul style="list-style-type: none"> Systems are applied with greater consistency, senior leadership and the student support team have sustained a high level of presence around school, individual staff are getting the support they need, the staged approach is causing students to take more responsibility for their behaviour and clearly understand the consequence of unacceptable behaviour and improved teaching is reducing disruption. Improvement in behaviour has been significant with the introduction of a behaviour management system which has led to less disruption in lessons. Low level disruption and student behaviour out of lessons is uncommon and reducing since October 2016. 	<p>-Behaviour log data -Rewards data</p>	<p>-Identify and support teachers that need help with behaviour management -Continue to develop rewards programme to be as inclusive as possible</p>
<p>Students' good conduct reflects the school's efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behavioural needs.</p>	<ul style="list-style-type: none"> A rewards programme has been put in place with an aspirational 5:1 positive to negative points target. Staff have responded well to this and this is having a positive effect on standards. Individual mentoring strategies have been put in place by the academy have not been effective. The local authority is now working well with the student services team 	<p>-Student Community Review meetings with SENDCO minutes -P3 data - Behaviour for learning policy</p>	<p>-Provide Alternative provision for vulnerable students who are not accessing the curriculum</p>

	<ul style="list-style-type: none"> • New weekly Strategic Progress Intervention (SPI) meetings track identified students not making progress due to either attendance, learning or behaviour barriers to progress. • Weekly Community reports sent by Student Services to Community Leaders to generate action and discussion with students. • Families receive weekly reports on Rewards and Behaviour points issued each week. 		
Parents, staff and students have no well-founded concerns about personal development, behaviour and welfare.	<ul style="list-style-type: none"> • Student voice indicates that they feel safe in lessons. Parent voice is less clear and needs clear mechanisms put in place to be heard rather than reacted to. Parent voice is now measured in a more coherent manner. Eg surveys. • The school's work to keep students safe is good. Safeguarding concerns are passed on to a designated Safeguarding lead are acted upon accordingly and recorded following DfE procedures. • A Full review of the physical site has taken place with Southwark council • A PTA has been incepted with good support from parents 	<ul style="list-style-type: none"> -Student voice interviews and surveys. -Safeguarding logs held on Secure Server. -Safeguarding case studies. -Parent surveys taken every term. 	<ul style="list-style-type: none"> -workshops on Safeguarding issues. -Review of Site team module 5 -PTA to create a programme of events to support the school
Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.	<ul style="list-style-type: none"> • Consistent use of newly reviewed behaviour policy ensures that derogatory language is not tolerated 	<ul style="list-style-type: none"> -Behaviour logs. -Racist incident logs. -Concerns box 	<ul style="list-style-type: none"> -Ensure stereotyping is addressed through community PD programme
Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on students' well-being. Students work well with the school to tackle and prevent the rare occurrences of bullying.	<ul style="list-style-type: none"> • Awareness is raised during community time as part of Anti-Bullying week • Anti-bullying policies reviewed • Bullying incidents are dealt with by the student services team after referral with over oversight by the safeguarding AVP. 	<ul style="list-style-type: none"> -Anti-bullying logs -Community time resources 	<ul style="list-style-type: none"> -Embedding newly established responsibilities for Community Leaders (Dec 2016) -Successfully add new Community (Water) to established Community Pastoral System -Establish newly aligned roles within Student Services
The school's open culture promotes all aspects of students' welfare.	<ul style="list-style-type: none"> • The Academy's focus on a community ethos through vertical tutor groups has enhanced 	<ul style="list-style-type: none"> -Assemblies -PD programme SoL 	<ul style="list-style-type: none"> -Ensure PD programme has mapped

Students are safe and feel safe. They have opportunities to learn how to keep themselves safe. They enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology.	<p>the student's spiritual, moral, social and cultural development through the community PD programme.</p> <ul style="list-style-type: none"> Online Safety is taught to all students in their computer science lessons. 	-Newly amended Online Safety policy	<p>safeguarding onto its SoL</p> <p>-Family workshops for Online and general child safety, CSE planned for spring and summer modules</p>
Students' spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens.	<ul style="list-style-type: none"> The community pastoral resources ensures that there is coverage of the citizenship programme 	-Community Programme SoL 2015	-Ensure PD and Humanities has mapped Citizenship onto their SoL

Outcomes for students are good: Although outcomes are good across all year groups and the gaps are narrowing there is uncertainty about their validity as there is little evidence of external moderation. Target setting methodology is sound and is realistic and aspirational.

For achievement to be securely good: Outcomes need to be moderated externally by education agencies and partners Progress 8 needs to be between 0.2 and 0.4

From different starting points, the proportions of students making and exceeding expected progress in English and in mathematics are close to or above national figures. The progress of the very large majority of disadvantaged students is similar to or improving in relation to other students nationally.	<p>Overall:</p> <p>-Student attainment continues to rise at a better than expected rate within the core of English, Maths and Science. Average attainment is broadly in line with academy expectations (progress 8 VA of +0.6)</p> <p>-Number of students making expected progress has declined due to:</p> <ul style="list-style-type: none"> A correction in assessment procedures within Computer Science highlighted by the recent department review Assessment in English is under urgent review by the newly appointed Leader of learning who has not discrepancies and variation within departmental assessment procedures <p>Year 7 (138 students, Eng baseline from KS2 2.71 Maths baseline from KS2 2.72</p>	<p>- Module 1,2,3,4 analysis</p> <p>-Data dashboard</p> <p>-4matrix data.</p>	<p>Unpick differentiation for mixed ability teaching so that the learning is 'pitched' at the top of the ability range and 'scaffolding' is provided for LAPS and MAPS</p> <p>Introduce HAPs prep time sessions for year 7 and 8 students.</p> <p>-Examine SoL to ensure opportunities are built in for the most able</p>
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	<p>Year 7 shows that, students in English are making significantly less progress than in Science and maths. Progress in maths and Science is significantly better than other subjects. Progress of HAPS are improving but lags behind MAPs and LAPs.</p> <p>Core average grade 2.94 (↑0.14) Average Maths Grade 3.00 (↑0.11) Average English Grade 2.71 (↑0.16) Average Science Grade 2.96 (↑0.11)</p> <p>Achievement is rising at a rate above expectation in the core</p> <p>Year 8 (131 students KS2 Ma APS 29.46, KS Eng 29.30) National maths 29.0 National Eng 28.8</p> <p>Year 8 shows that the most able HAPS are not being challenged in English and are making significantly less progress than MAPS and LAPS who are exceeding national benchmarks in Maths and Science. PP students and boys in English are doing less well than other key groups of students. SEND students performance has declined rapidly over the last two modules. HAPS in Maths are closing the progress gap in relation to the whole cohort.</p> <p>Core average grade 3.90 (↑0.14) Average Maths Grade 4.01 (↑0.13) Average English Grade 3.72 (↑0.13) Average Science Grade 4.00 (↑0.07)</p> <p>Year 9 (94 students KS2 Ma 29.29 KS2 Eng 28.61) National maths 29.0 National Eng 28.8</p> <p>Year 9 again shows that the most able in English are not making enough progress but less able students do better. PP students in English have made rapid progress since last</p>		<p>-Close the gap between PP and other students in English</p>
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	<p>module. Boys, PP and SEND students in Maths and Science make less progress compared to others. Science progress is improving rapidly in year 9.</p> <p>Core average grade 4.45 Average Maths Grade 4.40 (↑0.09) Average English Grade 4.48 (↑↑0.21) Average Science Grade 4.52 (↑↑0.22)</p> <p>Year 12 (Eng APS KS4 40.5 C-, Maths APS KS4 48.88 B- , Overall APS 43.92 C)</p> <p>Progress is measured differently in Year 12. ALPs 4+ are used to set challenging targets:</p> <ul style="list-style-type: none"> • Grades A to E rather than levels • Small cohort makes numerical measurement volatile and subject to huge swings • 78% of students making expected or better progress. A 15% increase in comparison to the beginning of the year • Individual support plans for underachieving students 		
<p>In a wide range of subjects, the progress of disadvantaged students, disabled students and those with special educational needs currently on roll is close to or is improving towards that of other students with the same starting points.</p>	<ul style="list-style-type: none"> • Greater awareness, because of tighter tracking that identifies under achievement and ensures accountability for intervention, teaching that better focuses in meeting student needs and a setting structure that does not allow "sink groups", has led to better outcomes for disadvantaged students. 	<p>-Curriculum structure -Setting structure</p>	<p>-Coordination of targeted support programme for students identified by LoLs in Prep time by HTLA</p>
<p>Students read widely and often, with fluency and comprehension appropriate to their age.</p>	<ul style="list-style-type: none"> • All year 7 students have completed a reading test with their scores available to staff via SIMS. Individual students with SEN have reading tests to help diagnose learning difficulties • The LRC has classified all books with 	<p>-KS2 disparity between Eng and Ma</p>	<p>-The academy needs to benchmark reading ages for year 8 and take appropriate action for those who are below their chronological age.</p>

	regard to reading age ranges so that students know which books will provide suitable challenge without being too difficult.		-Make sure that the academy's reading strategy focuses both on reading for pleasure and reading for purpose and therefore impacts on a wider range of subjects
Across almost all year groups and in wide range of subjects, including in English and mathematics, current students make consistently strong progress, developing secure knowledge, understanding and skills, considering their different starting points.	<p>-A progress dashboard has been constructed that gives key information at a glance which can then be interrogated further to subject and key groups and individual and student level.</p> <p>Year 9 (94 students KS2 Ma 29.29 KS2 Eng 28.61) National maths 29.0 National Eng 28.8</p> <p>72% of students making expected or better progress in English (+1%) 71% of students making expected progress or better in mathematics (+0%) 60% of students making expected progress or better in both English and maths (+3%)</p> <p>Year 8 (131 students KS2 Ma APS 29.46, KS Eng 29.30) National maths 29.0 National Eng 28.8</p> <p>60% of students making expected or better progress in English (-4%) 89% of students making expected progress or better in mathematics (+4%) 55% of students making expected progress or better in both English and maths (-3%)</p> <p>Year 7 (138 students, Eng baseline from KS2 2.71 Maths baseline from KS2 2.72 56% of students making expected or better progress in English (-4%) 92% of students making expected progress or better in mathematics (+1%) 53% of students making expected progress or better in both English and maths (-6%)</p>	-KS2 data raw score form testing -Data dashboard from module 4 (Easter)	<p>- Ensure that progress in English remains a priority</p> <p>-Complete cycle of departmental reviews by end of Module 5</p> <p>-Review action points from departmental reviews and ensure they have impact</p>
Where attainment overall is low, it shows consistent improvement.	<ul style="list-style-type: none"> Year 9 students APS for English was slightly below national benchmarks and 	-KS2 information	-An academy wide policy and action plan is

	<p>slightly above for Mathematics. There has been an improvement in English from module 1 but this still remains an area of focus. HAPs and Boys progress is below expectations.</p> <ul style="list-style-type: none"> Year 8 students are making very good progress in maths and are making progress slightly above expectations (0.7 levels per year from KS2). Progress in English is below expectation. Year 7 students are making progress exceeding base line judgements in Maths. Progress in English is below expectations. 		<p>needed to ensure students' progress in English and literacy 'closes the gap' to mathematical and overall attainment and students make the same progress in English as they do in Mathematics</p> <ul style="list-style-type: none"> -New Hod of English from Easter to rewrite English curriculum -Recruit LA for English intervention for Module 5
<p>Students are well prepared for the next stage of their education, training or employment and have attained relevant qualifications. The proportion of students progressing to higher and further education establishments, apprenticeships, employment or training is close to or above average. These students do so at a level suitable to meet appropriate career plans.</p>	<ul style="list-style-type: none"> All sixth form students have work placements over their 2 year course. This is during half term and holiday as well as term time. Feedback so far has been overwhelmingly positive. 	<p>-Feedback from WEX partners</p>	<p>-Work with CIAG officer from Walworth to set up structure at UAE to ensure that students have progression routes to employment and higher education from KS4 and 5</p>

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Agenda Item 8

Survey Results (MAY 2017)

Parent / Family Survey:

Question	Result (Agree/Strongly agree)	Trend	Action taken
Child Happy?	81.18%	Yellow	
Child safe?	83.53%	Green	
Making good progress?	76.47%	Green	Shared with Middle Leaders
Well looked after?	79.76%	Red	Discussed at SLT
Taught well?	78.57%	Yellow	Discussed at School Council
Receives appropriate H/W?	43.38%	Green	Check h/W through lesson drop-ins, timetable now in place
Makes child behave well?	83.13%	Yellow	
Deals with bullying effectively?	57.65%*	Green	Discussed at PFA, felt this was not a true reflection should be higher
Responds well to my concerns?	74.7%	Green	
Valuable info. on child's progress?	82.3%	Yellow	

*Doesn't include the 24.71% who 'Don't know'

Student Survey:

Question	Result (Agree/Strongly agree)	Trend	Action taken
I'm Happy?	69.7%	Yellow	Anomaly, discussed at School Council. Disagreed with survey result
I feel safe?	82.84%	Green	
I'm making good progress?	83.84%	Red	
I'm well looked after?	61.85%*	Yellow	Anomaly, Student council felt question was not clear
I'm taught well?	78.49%	Yellow	Discussed at School council, students said they wanted "more learning games". Ms Moses relayed to Leaders of Learning
I receive appropriate H/W?	63.55%	Green	Check h/W through lesson drop-ins, timetable now in place
Makes me behave well?	78.53%	Yellow	
Deals with bullying effectively?	55.55%**	Green	Discuss at PFA as this correlates with Parent/Family survey. Double checked systems with SLT, now systems highlighted in Pastoral resources slides
Responds well to my concerns?	39%***	Green	Doesn't include 'Don't know', which was particularly high
Valuable info. on my progress?	74%	Yellow	Ms Moses shared with teachers and they have been told to spend more on Data given after reports handed out

NOTE: *Doesn't include 23% who 'Don't know' ** Doesn't include 27.27% who 'Don't know' ***Doesn't include 34% who 'Don't know'

Trend key:

	Gone down since last results
	Stayed the same
	Gone up since last survey

NEXT SURVEY: November 2017

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GOVERNORS' VISIT FORM

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

Name of Governor: Natalie Ferer

Date of Visit: 27th Sept 201 9.45-11.30 am

Proposal for Visit;

To tour the school with the new Head Teacher and to attend a year 6 open morning. As Link Governor for Sport and Enrichment, the visit would also enable me to discuss this area of provision with the Head Teacher. At the time of the visit the Head Teacher, John Taylor, had been in post for only 3 weeks.

General comments or observations on what was observed:

I attended the start of the year 6 open evening as parents gathered in the hall and listened to a student performing on the piano. Following that, the Head Teacher took me and another Governor on a tour of the school. We observed behaviour in the corridor and on staircases as lessons were changing over and the Head talked about managing behaviour in these areas.

We met Community Managers and talked about the positive impact that they had on student behaviour. I observed a student meeting with a Community Manager and another member of staff which was conducted in a calm and professional manner, in a side room with the door open, but still maintaining privacy for the student.

We observed a music lesson and use of keyboards and drum kits where students were producing their own pieces of music. Students were engaged and we discussed the benefits of music provision for both other areas of the curriculum and for general behaviour.

We met with staff teaching drama and literacy and discussed provision at the school. I was able to talk to year 7 students about the drama project that was being taught and to teachers about their approach to literacy provision. There was an impressive display of student's written work in the corridor and we discussed the 'Word Jail' which was part of the display.

We toured the outside playground area and talked about PE provision, with the Head Teacher saying that he hoped to find funding to develop outside areas to make them more suitable for sporting activities, enabling the school to offer more and more flexible PE activities.

Following the tour there was time to talk with the Head Teacher about links with the University including his desire for students to have more opportunities such as regular use

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of University equipment, sports and employability facilities as well as more regular curriculum related activities.

I attended the Head Teacher's talk to year 6 students and parents where about 30 families attended. I felt that the talk could have been structured to inspire students and parents more by giving more examples of the project based learning at the school and felt that the engineering specialism and the partnership with LSBU was not highlighted sufficiently. More use could also have been made of slides to illustrate the message that the Head was giving.

Was the purpose of your visit achieved? Please comment:

The purpose of the visit to see the school and its students on a typical day and to attend the year 6 open morning. This was achieved as planned as I was able to visit classrooms and other areas of the school during lessons and talk to students and teachers about activities that were taking place as well as hearing the Head's observations of the school and its students following his first few weeks in post. I was also able to observe students and teachers during open morning activities and to hear the Head Teacher's talk to parents.

Signed: Natalie Ferer

Date: 5/10/17

(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)

	CONFIDENTIAL
Paper title:	Discussions at subcommittees
Board/Committee	University Academy of Engineering Local Governing Body
Date of meeting:	15 November 2017
Author:	Alexander Enibe, Clerk
Purpose:	To update the Local Governing Body on committee discussions
Recommendation:	To note

Executive Summary

A summary of committee discussions is provided for information. The minutes are being prepared. Papers are available on the Modern.gov website. The Local Governing Body is requested to note the reports.

Summary of Committee discussions

[Learning and Teaching Committee – 6 November 2017](#)

The committee discussed:

- The opening event in September 2017. Around 300 students attended which was higher than last year.
- The department reviews taking place in January 2018. Weaknesses had been identified by the Principal in the departments of Design and Engineering and Computer Science. A report of the review will be discussed at the next Learning and Teaching committee meeting.
- The resignation of the Head of Design Technology at the end of this term. The Director of Design Technology will be taking over as Head of Department. The plan is to employ a new Design Technology teacher from January.
- How students' poor performance is being addressed. Students will be sitting exams in January 2018, which will provide evidence to know where to intervene. An update will be given at the next meeting.
- The decline in performance of the students across board from the student progress report. The Principal and his team explained the efforts being made and believe that things will improve once the new changes are introduced.
- The quality of teaching at the school. There will be an introduction of a performance management cycle, department review and teacher support plans.
- The attendance and behaviour of the students. An update will be provided for the next committee meeting.

[Finance and General Purposes Committee – 6 November 2017](#)

The committee discussed:

- An update from the Business Manager on finances.
- That the Pupil Premium of £285,000 might have been overestimated and would have to be

reviewed. A plan would be produced for the first week of December 2017.

- An increase in spending this year as a result of the changes that will be introduced by the Principal.
- The Premises management report. The Principal assured the committee of the safety and security of the school.
- The company accounts are currently being prepared.

Agenda Item 13

Local school risk register

We are not in a position to present a local risk register from the school at this meeting. We would like to work with the governors to agree on the format and process for completion of a risk register and present it at a future meeting.

John Taylor

Principal.

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Internet Safety Report

As part of safeguarding training we ensure that students are given advice and guidance on how to manage their electronic profile. This not only encompasses internet browsing but social media platforms such as Facebook, Instagram, Snapchat etc. which have all been outlets for cyberbullying and well documented personal and 'phobic' attacks.

As a result of training in September we have changed our E-Safety training for students. Rather than deliver all the training at the start of module 1 for students we deliver training throughout the year and intersperse training within our teaching in Computer Science lessons.

We are currently using SECURUS which is a 'sentry' programme which detects usage of inappropriate language by users. It triggers an automated email to the Safeguarding team with details of the incident which can then be followed up by the relevant staff. Our designated Internet Safety contact is Jason Badu. Southwark also keep us informed through email alerts to the safeguarding lead about local and national developments such 'Internet Safety day (6th Feb) and warnings for malicious sites "Blue Whale challenge" that are harmful to our students.

We also have web filtering provided by LGFL (London Group for Learning) which prevents access to unsuitable material. This includes the use of web translators to bypass language filters. Student wi-fi is currently not switched on so internet access is restricted to classrooms and lessons under supervision. Students are not allowed to use mobile phones or personal devices during the day so unsupervised internet use by students should be next to impossible during the school day.

The academy has had no serious incidents or breaches of safety. An external inspection by an Ofsted Inspector (Bill Stoneham) in November 2017 specifically tested internet safety and filtering and all tests were passed. Our Ofsted Inspection in May also scrutinised Internet safety training as part of our safeguarding and student welfare procedures. We consider our E-Safety procedures to be robust but recognise the constant need to update our procedures and technologies to keep up to date with current practice.

Jason Philipsz

Vice-Principal

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Current Forecast for Academic Year 2017/18 (As at 31st October 2017)

	Current	Forecast	Budget	Variance	17% Percentage of Year completed		Comment
					Current/Forecast %	Comparison Last Year Current/Forecast %	
Income							
GAG Income - Pre-16	675,713	4,054,278	4,054,278	0	17%	17%	On Target
GAG Income - Post-16	38,098	228,587	233,307	4,720	17%		PNA
Start Up Grants	87,667	141,000	141,000	0	62%	33%	Start Up Grants Front ended
Other Government Income	29,225	245,176	245,176	0	12%	11%	Pupil Premium + SEN - RPA
Other Income	40,170	236,295	236,295	0	17%	41%	Catering, rates relief, interest, trips
Capital Grant	0	0	0	0	0%	0%	On Target
Income Total	870,872	4,905,336	4,910,056	4,720			
Expenditure							
Teaching Salaries	319,357	1,916,143	1,916,143	0	17%	15%	Staff salaries only
Other Salaries	110,145	660,870	660,870	0	17%	14%	Staff salaries only
Other Staff Costs	34,400	172,500	172,500	0	20%	3%	Agency, recruitment
Building Maintenance & Occupancy Costs	119,000	400,125	400,125	0	30%	9%	Rates paid in full
Curriculum Budgets	59,584	424,108	424,108	0	14%	13%	On Target
Consultancy/Professional Services	6,475	92,000	92,000	0	7%	31%	Advertising, SIMS
Catering Costs	42,140	266,000	266,000	0	16%	16%	On Target
Exams	0	65,000	65,000	0	0%	0%	On Target
IT Costs	16,000	112,000	112,000	0	14%	12%	Annual licence renewals 01.09.17
Capital Costs	0	150,000	150,000	0	0%	0%	On Target
Central Services	36,825	220,953	220,953	0	17%	0%	On Target
Other Costs	7,524	268,000	268,000	0	3%	2%	Bank charges / photocopying / minibus
Expenditure Total	751,450	4,747,699	4,747,699	0			
Surplus/(Deficit)	119,422	157,637	162,357	4,720			
	14%	3%	3%				

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	CONFIDENTIAL
Paper title:	Register of Business Interests
Board/Committee	University Academy of Engineering Local Governing Body
Date of meeting:	15 November 2017
Author:	Alexander Enibe, Clerk
Purpose:	To update the Local Governing Body on declaration of Interests of the governors
Recommendation:	The Local Governing Body is requested to note

Executive Summary

Under South Bank Academies Scheme of Delegation local governors are required to complete a register of their business and personal interests (including any post or office held by them), which shall be renewed annually.

Any Local Governor who has any duty or personal interest that conflicts or may conflict with his or her duties as a Local Governor shall:

- disclose that fact to the LGB as soon as he or she becomes aware of it. A Local Governor must absent himself or herself from any discussions of the LGB in which it is possible that a conflict will arise between his or her duty to act solely in the interests of the UTC or the Academy and such duty or personal interest;
- withdraw from any meeting for that item unless expressly invited to remain in order to provide information;
- not be counted in the quorum for that part of any meeting; and
- withdraw during the vote and have no vote on the matter.

The following are the declared interests of the governors. The Local Governing Body is requested to note the register, which will be published on the academy's website.

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University Academy of Engineering Register of Interests 2017-18

LOCAL GOVERNORS

Rao Bhamidimarri					
Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Noted by LGB
PROCAT	FE College	Governing Board Member	Oct 2016		
University & Institute of Advanced Research, Gandhinagar, India	University	Governing Board Member	2012		
Steve French					
Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Noted by LGB
None					
John Taylor (Principal)					
Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Noted by LGB
None					
Lesley Morrison					
Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Noted by LGB
None					
Natalie Ferer					
Organisation with which connected	Sector	Relationship with	As of date	Notes	Noted by

		organisation			LGB
London South Bank University	Education	Financial Controller			
Samantha Jury-Dada					
Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Noted by LGB
To update at meeting					
Karen Fowler					
Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Noted by LGB
To update at meeting					
Tony Roberts					
Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Noted by LGB
To update at meeting					