

Meeting of the University Academy of Engineering School Advisory Board

4.00 pm on Thursday, 5 March 2020
in University Academy of Engineering, South Bank, Trafalgar Street, London SE17 2TP

Agenda

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
1.	Welcome and apologies		CM
2.	Declarations of interest		CM
3.	Minutes of previous meeting	3 - 8	CM
4.	Matters arising	9 - 18	CM
Items to discuss			
5.	Principal's report	19 - 30	JT
6.	Year 11 performance with full analysis including vulnerable group	31 - 34	JT
7.	Values and Culture Initiative	35 - 38	JT
8.	Update on school development plan	To Be Tabled	JT
9.	Quality Committee feedback	Verbal Report	CM
10.	Scheme of delegation - link governors (TOR)	39 - 48	CM
11.	Secondary performance table	To Follow	JT
12.	Polices (to review)	49 - 54	CM
13.	Questions to the Principal	Verbal Report	CM
Items to note			
14.	UAE Risk register	To Follow	HA

Date of next meeting
4.00 pm on Thursday, 21 May 2020

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

In attendance: Helena Abrahams and Michael Broadway

This page is intentionally left blank

**Minutes of the meeting of the University Academy of Engineering School
Advisory Board
held at 4.00 pm on Thursday, 30 January 2020
Trafalgar Street, London SE17 2TP**

Present

Chris Mallaband (Chair)
Veronica Allen
Safia Barikzai
Alex Drake (Vice-Chair)
Philipp Herzberg
John Taylor

Apologies

Elizabeth Adeyemi
Karen Fowler
Zakir Matin
Tony Roberts

In attendance

Alexander Enibe
Meirion Lewis (*for minutes 7 – 16*)

1. Welcome and apologies

The Chair welcomed everyone to the meeting.

The above apologies were noted.

2. Declarations of interest

The SAB noted interests of the PH, JT and ML in pay policy update under item 10.

3. Minutes of previous meeting

The SAB approved the minutes of the previous meeting held on 7 November 2019.

4. Matters arising

The SAB noted the actions arising from the previous meeting.

The SAB noted that the UAE is awaiting response from the finance team regarding the CCTV coverage of the UAE.

5. Principal's report

The SAB noted the Principal's report.

Safeguarding referrals and levels

The SAB noted the number of incidents in the safeguarding report.

A governor asked the Principal whether UAE members of staff have been trained on restraining. The Principal said he could look into it.

The SAB noted that seven MASH referrals have been made since 30 September 2019, and all the students involved are receiving counselling regarding this particular incident. The police and social services are involved.

Behaviour report for the year to date

The SAB noted that the number of exclusions in Year 9 students are high but there have not been any permanent exclusions in 2019/2020.

The SAB noted that detentions are high and appears to be taking away staff time.

The SAB requested the Principal to provide data to know the trends on behaviour.

The SAB requested the Principal to provide data on students in detentions.

Attendance for the year to date

The SAB noted the attendance figures for years 12 and 13. The Principal confirmed that the figures for all other year groups have dropped since the last report of October 2019, and they are investigating the cause and possible responses to it. The SAB noted that there is a temporary attendance officer.

The SAB noted that the figures for Years 7-11 as presented were incorrect as some students marked absent were in fact late. The new attendance officer will review the figures to make the necessary corrections.

SEND update

The Principal confirmed that the UAE do not have enough teaching assistants to provide the level of support they need, and there is a plan to recruit 3 more teaching assistants soon.

A governor asked the Principal if there are timelines on recruitment. The Principal responded that they have sourced some people from the agencies.

Year 10 performance data compared to previous years

The SAB noted that even though the overall performance data is going in the right direction, science data appears low.

The SAB requested the Principal to provide a breakdown by subjects; e.g. subject composition and group comparison like - gender, SEN and pupil premium.

6. School development plan 2019/20 and SEF 2019/20

The SAB noted that they have read the School Development Plan (SDP).

The SAB requested the Principal to add summarised progress updates on the front sheet of the SDP.

The SAB asked the Principal about his view on the SDP he has prepared. The Principal responded that the learning walks are good and helping identify inconsistencies. The Principal confirmed that they have a system where teachers now receive emails and respond. The Principal confirmed that the curriculum development is good and SEN is now better, but there is need to recruit some staff for SEN.

The Principal confirmed that he is working on introducing a horizontal tutoring at the UAE. He said that this would probably take 2 years before it is introduced.

The SAB has requested the Principal to provide a plan on the horizontal tutoring and report on cultural initiative.

7. Performance of current Years 12 & 13 students

Meirion Lewis joined the meeting.

The SAB noted the performance of current Years 12 and 13 students' report.

ML confirmed that there are meetings currently taking place with Heads of Departments (HODs) to discuss the mock results, review the action plans from last module and update them in light of the students' current positions.

The SAB noted that performance in A-levels would improve this year in terms of value added performance, but it would still low overall, considering that all these students were externally recruited.

The SAB noted that performance in Year 12 is encouraging and a step change from that in Year 13. However, the restricted curriculum was a factor in lower than ideal numbers and a wider range of subjects are being offered this coming year.

8. Update on Quality of teaching

The SAB noted the update on quality of teaching.

The SAB noted that the report in the meeting pack is based on the department deep dive reviews which took place in the last two weeks of term before Christmas. The SAB noted the reports for each department.

The SAB requested the Principal to circulate all the individual subject reports to all SAB members before the next meeting.

9. Questions to the Principal

A governor asked the Principal to provide assurances to the SAB that the UAE isolations are well managed and that students are not left there longer than necessary. The Principal confirmed that isolations of students at the UAE are well managed.

10. Pay policy update

The SAB noted the pay policy update from the Executive Principal.

The staff governor confirmed that staff meetings were held at the UAE on pay scales. The SAB noted that staff comments were collated at these meetings.

The SAB noted that the SBA Executive is working on the pay policy and this is expected to go to the SBA Board meeting in March 2020.

11. Pupil premium spend in 18/19 and impact

The SAB noted the Pupil Premium spend in 2018/19.

The Principal confirmed that ML had just taken over the pupil premium strategy in September 2019.

ML confirmed that the impact of the pupil premium spending for 2018/19 was not assessed. He also confirmed that the UAE have not had a pupil premium strategy. ML confirmed that he is currently working on the strategy and impact.

The SAB noted that the strategy is developing and whilst it is clear that the funding has been used in ways consistent with EEF recommendations, it is also clear that there is work to do on evaluating impact and ensuring the attainment and progress gaps narrow over time.

The SAB requested that the plan, strategy and impact of the pupil premium spend are published on the website.

12. Pupil premium spending plan for 2019/20

The SAB noted that the Pupil Premium spending plan for 2019/20 is being prepared and will be presented at a future meeting.

ML said that as part of the spending plan, students' progress would be tracked and staff would be made to understand what pupil premium means.

A governor asked the Principal the process of allocating pupil premium funding. The Principal confirmed that they do not allocate funds but spend the funds on students, and that Academies are expected to show impact of the spending.

13. Safeguarding policy (to note)

The SAB reviewed the UAE safeguarding policy and supported it.

The SAB recommended the safeguarding policy to the SBA Board in March 2020 for approval.

14. School Improvement Advisor report

The SAB noted the school improvement adviser report – autumn 13 December 2019 by Rachael Norman.

The SAB noted that the report was positive and commended the Principal and the staff.

The SAB noted the School Development priorities 2019/20, including the 10 strands.

15. Governors' visits

The SAB noted the school visits by Chris Mallaband on 14 November 2019 for the Department Review or “Deep Dive” process and meeting with outgoing Head of English.

The SAB noted the school visits by Chris Mallaband, Safia Barikzai and Veronica Allen on 17 January 2020 for Quality of Student Behaviour.

16. AOB

The SAB noted that the SBA Executive has set up a “Quality of Education Committee”. The composition of the committee would be - SBA CEO (Chair), Executive Principal, UAE and UTC Principals and Chairs of the UAE and UTC SABs.

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

Confirmed as a true record

.....

..... (Chair)

UNIVERSITY ACADEMY OF ENGINEERING SCHOOL ADVISORY BOARD - THURSDAY, 30 JANUARY 2020
ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
5.	Principal's report	The SAB requested the Principal to provide data to know the trends on all data presented in the report.	5 March 2020	John Taylor	Update at meeting
		The SAB requested the Principal to provide data on students in detention.	5 March 2020	John Taylor	Update at meeting
		The SAB requested the Principal to provide a breakdown by subjects; e.g. subject composition and group comparison like - gender, SEN and pupil premium.	5 March 2020	John Taylor	Update at meeting
		The SAB requested a full report reflecting the wider life of the academy.	5 March 2020	John Taylor	Update at meeting

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
6.	School development plan 2019/20 and SEF 2019/20	The SAB requested the Principal to add summarised progress updates on the front sheet of the SDP.	5 March 2020	John Taylor	Update at meeting
		The SAB has requested the Principal to provide a plan for the cultural initiative to supplement the SDO.	5 March 2020	John Taylor	Update at meeting
8.	Update on Quality of teaching	The SAB requested the Principal to circulate all individual subject reports to all SAB governors before the next meeting on 5 March 2020	Before 5 March 2020	John Taylor	Update below
11.	Pupil premium spend in 18/19 and impact	The SAB requested the impact from the 2018/19 and pupil premium plan for 2019/20 be published online.	5 March 2020	John Taylor	Update at meeting

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
12.	Pupil Premium 2019/20	The Pupil Premium spending plan for 2019/20 is being prepared and will be presented at a future meeting.	At a future meeting	John Taylor	Update below

This page is intentionally left blank

Department	Written by:	Department	Quality of Teaching	Marking and Formative Assessment	Curriculum Design and use of Knowledge Organisers	Student Feedback	Actions for Department Improvement Plan	Homework and Google Classroom use
Humanities	Hannah Dalton	One part time teacher (AB), two full time teachers (JT, FA), one AVP (HDN) and One Head of Department (TPS).	Teachers have good knowledge of the subject(s) and courses they teach. The Head of Department provides effective support for those teaching outside their main areas of expertise Teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches. Teachers create an environment that allows the learner to focus on learning.	Marking is done regularly and constructive comments are given to improve students work. However, more time needs to be given in lesson to students improving their work.	The curriculum is designed thoughtfully and to maximise students understanding of substantive concepts. The Ks3 curriculum has undergone significant revision in light of Year 11 results and this is having a positive effect. Knowledge Organisers are written but should be stuck in the front of books and used within lessons more so that students can assess their own learning / progress.	Student feedback is overwhelmingly positive about the teachers care, planning and teaching methods. Students feel they can ask for help and relationships are very strong. Students feel they are retaining more knowledge due to the retrieval practice quizzes.	Review homework set in KS3 and consider what will support T&L in the classroom. Set aside time in class for students to improve marked work. Systematic use of Knowledge Organisers	Homework is set regularly at KS4/5 however needs more planning at Key Stage 3 so it is regular and linked to retrieval practice tests.
Music	Hannah Dalton	One Qualified teacher - CC One unqualified teacher - SR One performing arts technician	Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts. The HoD has constructed a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life. Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise. Teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary.	Pupils receive detailed and personalised feedback on their performance pieces and compositions at KS4. At KS3 students receive personalised feedback to help them improve	Knowledge Organisers are written but need to be used systematically to improve students retention of key vocabulary at key stage 3.	Students love their music lessons, they feel they can be creative and make great progress, they feel supported in their learning and are positive they are making good progress.	CC to continue to support Unqualified teacher. Look at Homework set at KS3 to ensure regular retrieval practice of key vocabulary.	Homework is set regularly at KS4.
English	Annette Moses	Rebekah Lee (HoD) Michelle Edwards Leila Douglas (NQT) Nasrin Ali (NQT) Emma Labadie (NQT) Elizabeth Bloor (Oracy Lead, NQT +1)	Teaching in English is very good, with excellent practice in a number of areas. The department contains a number of NQTs who have been expertly mentored and are now showing improved practice in the class room. All English lessons follow a similar format, beginning with a retrieval practice quiz based on work from the previous lesson, some also have a period of silent reading to settle the class prior to the quiz taking place. Lessons are challenging with cognitive load appropriate to the students in the class. Lots of tier 2 and tier 3 language is used which the students are becoming more proficient in using to answer questions. Engagement for learning is used in the most part well, but a few teachers need to refine its use to enable transitions between activities to be smoother.	The English department mark very well, in some areas there is over marking which is something we will be looking into. Books are marked up to date with developmental feedback comments, in some books it is obvious that students have been given DIRT time to action the comments. At the front of books there are knowledge organisers and an assessment log. These are being used by students to track and monitor learning. All students have an assessment folder which contains the formative assessment from the previous module. The assessments are marked comprehensively with developmental feedback comments, there is also evidence that students have interacted with the feedback given.	There has been lots of thought and contemplation on curriculum design with input from the whole team to design and write it. Teachers are clear on the rationale for the sequencing and order of the topic in the curriculum and agree with this. Learning has been sequenced to build on prior knowledge with opportunity to revisit and review in the course. Knowledge organisers are in books and most teachers are referring to these in lessons. These could be used as the basis for revision.	Students enthusiastically talk about their English lessons, they enjoy the books and extracts they are exposed to and are knowledgeable about the progress they are making. They say that the feedback they are given in lessons and through marking is useful and helps to move them on.	Ensure that google classroom is being used consistently to set homework according to the school policy and it is being monitored with follow up if students are not completing the work. Look into reducing the marking workload in English would 'whole class marking' be a strategy to investigate?	Homework needs to be set in line with the school policy more consistently across the department with follow up if it is not completed. All homework should be set on google classroom in classwork with allowing students to click that it is turned in once they have completed it.
Business Studies	Meirion Lewis	Peter Young - Head of Department and Head of 6th Form Raymond Oluwabosola - NQT (Maternity cover) Laura Perez - NQT (on Maternity leave)	The Head of Department is a strong teacher with a good understanding of pedagogy and excellent subject knowledge. He makes good use of retrieval techniques and regularly checks students' understanding via AFL and monitoring of their work (tests and books). The remaining member of the department, however, shows little evidence of sound planning and lessons lack challenge. There was a worrying lack of ability to listen to students, identify issues and address them in the lesson so, as a result, little learning takes place	Developmental feedback was evident in both lessons and the books were marked according to the school policy. However, more time needs to be given during lessons for students to work on their feedback.	The KS4 and 5 curriculums closely follow the sequencing recommended by the exam board and build well on prior knowledge. knowledge organisers are used and are well designed to support the students. PLC's could be used as a next step to allow students (and staff) to track their own learning.	Students were generally positive about the lessons (both KS4 and 5) although some felt the challenge could be increased at KS4. They enjoyed the subject and a number were keen to take it further, either onto A level or University. They felt their books were marked well and they felt supported to improve	Improve the use of Google classroom Develop PLC's to allow students to track their progress Supporting the 2nd member of the department to improve their pedagogy	Raymond has not yet shared his Google classrooms with me so I am unable to comment on his homework. Peter is setting h/w according to the policy but is not using Google classrooms to its potential as no supporting documents have been attached to any of them. The students reported being set Seneca work but there is no evidence on Google. There now needs to be a focus on teaching the students to click the 'turn in' button on completion as this is not currently done.

Design and Engineering	Annette Moses	Lazarus Fiberisema (HoD) Ade Bambose Renford Sommerville Saima Ahmed Adeola Aina	Most lessons in Engineering (4/5) do not show appropriate challenge to meet the needs of the students in the class. Mark sheets show significant variation in the ability of the students in classes, teachers need to use this data to plan lessons that include sufficient challenge and scaffolding as required by their group. In some lessons E4L was not used effectively and low level disruption slowed the pace of learning.	Teachers are not routinely setting formative assessment tasks. In some areas there are tests at the end of modules, but some students have commented that these have not been marked in a timely fashion and so feedback has not been given to enable to progress. Most class work has been marked, in some cases this includes developmental comments. Some marking for literacy is seen, but this could be improved.	The curriculum was designed in the main by the HoD and shared with the department who did not express their views on it at the time it was shared. They have not been teaching it in the order described in the SoW. This is because they have strong opposing views on the best way to teach the topic. As a result the Design and Engineering curriculum taught in some year groups is not as documented. Work needs to be done to come up with a shared view on the sequencing of knowledge and a rationale for this.	Students commented on the lack of practical work and could not explain if and how they saw themselves progressing in the subject. None of the year 9 students spoken to were thinking of taking either Product design or Engineering at GCSE.	Share Google Classrooms with John and myself. Use Google Classroom to set homework in line with the school policy and monitor and follow up with students who do not complete it. Use formative assessment at the end of each module to identify areas of strengths and improvements needed in student work. Use this assessment to then inform planning for the next module. Ensure that lessons are planned taking into account the ability of the students in the class and there is adequate challenge and scaffolding to meet their needs. All teachers in the department need to have a clear understanding and consistently use the Engagement expectations. The department need to have frank discussions about the curriculum and the order and sequence of lessons within a topic. All should agree the design of the curriculum, the rationale and ensure that it is taught as described in department documents. All students should have knowledge organisers at the start of each module. These should be referred to in lessons and used to review and check knowledge acquisition. Lessons should contain retrieval practice to help students recall knowledge.	Many of the teachers had not shared their Goggle Classrooms with us and comments from teachers themselves and students indicated that the use of Goggle Classroom was not consistent with school policy.
English	Annette Moses	Rebekah Lee (HoD) Michelle Edwards Nihara Begum (NQT) Leila Douglas (NQT) Nasrin Ali (NQT) Emma Labadie (NQT) Elizabeth Bloor (Oracy Lead, NQT +1)	Teaching in English is very good, with excellent practice in a number of areas. The department contains a number of NQTs who have been expertly mentored and are now showing improved practice in the class room. All English lessons follow a similar format, beginning with a retrieval practice quiz based on work from the previous lesson, some also have a period of silent reading to settle the class prior to the quiz taking place. Lessons are challenging with cognitive load appropriate to the students in the class. Lots of tier 2 and tier 3 language is used which the students are becoming more proficient in using to answer questions. Engagement for learning is used in the most part well, but a few teachers need to refine its use to enable transitions between activities to be smoother.	The English department mark very well, in some areas there is over marking which is something we will be looking into. Books are marked up to date with developmental feedback comments, in some books it is obvious that students have been given DIRT time to action the comments. At the front of books there are knowledge organisers and an assessment log. These are being used by students to track and monitor learning. All students have an assessment folder which contains the formative assessment from the previous module. The assessments are marked comprehensively with developmental feedback comments, there is also evidence that students have interacted with the feedback given.	There has been lots of thought and contemplation on curriculum design with input from the whole team to create the KS3 curriculum and write it. Teachers are clear on the rationale for the sequencing and order of the topic in the curriculum and agree with this. Learning has been sequenced to build on prior knowledge with opportunity to revisit and review in the course. Knowledge organisers are in books and most teachers are referring to these in lessons. These could also be used as the basis for revision.	Students enthusiastically talk about their English lessons, they enjoy the books and extracts they are exposed to and are knowledgeable about the progress they are making. They say that the feedback they are given in lessons and through marking is useful and helps to move them on.	Ensure that google classroom is being used consistently to set homework according to the school policy and it is being monitored with follow up if students are not completing the work. Look into reducing the marking workload in English would 'whole class marking' be a strategy to investigate?	Homework needs to be set in line with the school policy more consistently across the department with follow up if it is not completed. All homework should be set on google classroom in classwork with allowing students to click that it is turned in once they have completed it.
Mathematics	Jason Philipsz	Pellumb Ahmetaj (HoD) Camilla Kerr Lojan Kamalathasan Bindu Sharma Feven Emmanuel Javaad Banaai Jason Philipsz (VP)	The department has excellent subject knowledge and explanations are clear and concise. In the best practice misconceptions are planned for tackled. In the majority of lessons there was appropriate challenge (5/7). Where there wasn't this was because the most able in the group were not being stretched. Mark sheets show that the composition of the groups vary and differentiation is key to good teaching. In the best practice observed teacher knew who the most and least able were and had tailored learning to be different for those students. In two lessons E4L needs to be implemented as intended and as 'a version of'. These two lessons had low level chatter that prevented the class from being more productive.	Q&A in most of the lessons identified misconceptions. More probing is needed after this as to why students think incorrectly. Light marking is frequent and evident across the department. Developmental marking varies in quality with some providing detailed diagnostic feedback whilst others provide only generic feedback on presentation. The department needs a more cohesive approach. There was no evidence of time being provided to improve or visit work after feedback had been provided.	The curriculum at KS3 follows the 'white rose' SoL which is mastery based and has moved away from project based learning. This is in line with school thinking on content and a knowledge based curriculum. Knowledge organisers exist but are not embedded into the learning and classroom culture yet. KS4 follows a programme which starts in year 9 which is focused on syllabus delivery through to the end of year 10. Year 11 is used as a finishing year with QLA of summative testing providing the basis for revisiting topics that students did not do well in as a class. Individual programmes are also drawn up for students in year 11.	All students understand the learning that they are given and appreciate the clear instruction from teachers. However, student feel they can progress faster and the more able in particular would like to be stretched more.	Develop a coherent department policy for developmental feedback Incorporate improvement time in lessons so that student can respond to feedback Make more use of knowledge organisers that students can tick off/RAG against content Ensure homework completion is monitored on Google classroom and is of sufficient volume.	Homework is set using Google classroom, by the department. At KS3 and 5 it is mainly in the form of Mathswatch exercises. Student should be encouraged to use the 'turned in' feature in Google classroom to aid monitoring of completion. More Homework needs to be set for the exam year classes in year 11 and 13
Computer Science	Jason Philipsz	Caisha Ali (Hod) Darren Pascal Raymond Oluwasoba (2nd subject - 2 lessons a fortnight) Ade Bamgbose (2nd subject - 7 lessons a fortnight)	The department specialists have very good subject knowledge. The head of department ensures the 2nd subject specialist have the appropriate resources to deliver content well. E4L is not used consistently and needs to be implemented as the school procedures dictate without deviation to a hybrid version. Teaching is mainly through direct instruction. The head of department promotes a competitive atmosphere and challenge is evidenced in the folder work seen.	Formative assessment is used but needs to be followed up with either diagnostic or developmental comments. It is not clearly organised and there is far too much variation across the two main teachers in the department. This needs to be addressed urgently. Marking is not evident in one teacher class and whilst the head of department provides developmental feedback students need to be given time to respond to it. A common approach is needed here.	The HoD has given careful thought to the KS3 curriculum. It is much more dynamic and interesting whilst still providing a solid platform for GCSE preparation in year 9. The inclusion of more coding is welcome and SoL that have been written so far are well structured. Knowledge organisers are evident but not used interactively with students to check their own progress.	Students were largely positive about the teaching but voiced some concern over the interpretation of E4L. Students feel they are learning but the more able do not feel as challenged. Students would like more feedback on work they have done.	Implement E4L consistently as per the policy Embed the use of knowledge organisers by getting students to tick off/RAG against content covered Ensure Homework completion is monitored using Google classroom Decide on a ordered folder structure and insist on it across the department Develop diagnostic and developmental marking so that it is regular and consistent.	Google classroom is used effectively to set work but monitoring can be improved by setting the expectation of students to use the 'turned in' feature. A decision needs to be made about the physical documentation vs electronic filing and rolled out across the department.

Science	Annette Moses	Jon Searle (HoD) Atif Nirwaz (NQT +2) Janelle Prime (NQT +1) Catherine Jones (NQT +1) Corrine Dukuze (NQT) Philip Herzberg (NQT +2) (0.6) Sadhiya Perwaiz (NQT +1) Jayleigh Mathyi Annette Moses (Vice Principal) Meirion Lewis (Assistant Vice Principal)	Teaching in Science is good, teachers show good subject knowledge and plan well paced engaging lessons. Most lessons contain some sort of retrieval practice to support recall of prior knowledge. Some teachers need to be more aware of the range of ability in the class so that they are providing enough challenge for those at the top end of each group. The use of knowledge organisers need to be more consistent through out the department with reference to them in lessons. Engagement for learning is used very well by some members of the department, but in some areas more work is needed to ensure it is effective. In some lessons it is obvious that teaching is adapted to correct misconceptions and review topics that were not understood. Most teachers spend time focusing on subject specific vocabulary and the use of correct terminology in answers.	Most books are marked and up to date with developmental feedback to support progress. In a few areas marking frequency was not in line with the school policy. There were some excellent examples of formative assessment with students directed to specific follow up homework activities. This needs to be more consistent in the department.	The department has spent a great deal of time in discussion about the curriculum design the schemes of work are challenging. In the main these are enjoyed by the students. It would be good to collect some student feedback so that these can be reviewed and refined. Knowledge Organisers have been completed alongside the restructuring of the curriculum. These are used by some teachers, but not by all. These could be used as a checklist by students to self check their learning.	Student generally enjoy their Science lessons, they report that they would like to do more practical work and that some of the rooms are crowded. They report that lessons are set t the correct level and that they know how they are progressing due to marking and verbal feedback in lessons.	All teachers should share their google classroom with me and John and teachers should all set home works in line with the policy. Share the good practice of knowledge Organiser use within the department to improve consistency. These should be in the book at the start of each module. There should be a formative assessment activity at the end of each module that informs teaching and provides students with developmental feedback comments that can be actioned. The department should consider the use of assessment folders moving forward. Retrieval practice quizzes should be routine in Science lessons. A few teachers need to improve their use of E4L, so that it effectively minimizes low level disruption in lessons. All books should be marked in line with the school policy.	Most teachers in the department have shared their google classrooms with John an myself. Some show excellent practice in its use to set and mark homework but also to enhance and enrich the curriculum. Again this an area that is not consistent across the department. Some teachers are making good use of apps such as Seneca to supplement homework tasks.
Music	Hannah Dalton	One full time lead teacher and one part time unqualified teacher.	Outstanding	Outstanding - Caragh has developed innovative ways of recording student progress using a tracker which she updates regularly and is linked to Google Classroom so students can see their grades instantly with feedback for how to improve.	Design is well thought through and makes best use of instruments we have as well as developing student vocabulary.	Very positive - students adore their music lessons and like the sense of achievement that they can learn to play.	Focus on key vocabulary development in Key Stage 3 to make the transition to KS4 more achievable for all students.	Caragh sets regular work but needs to chase up those who dont complete homework.
Art	Hannah Dalton	two part time teachers and one unqualified teacher	Very good - lessons were engaging and challenging across the board and demonstrated a focus of knowledge acquisition as well as progression.	At GCSE marking is superb, at key stage 3 books are marked but perhaps more detailed formative comments could be made for students and DIRT time given in lessons to improve their work.	Curriculum is designed but Knowledge organisers need to be more explicitly referred to now - perhaps integrate with homework - learn key terms etc?	Student feedback was positive - they understand what they are learning and why.	Use of Knowledge Organisers and homework setting.	At KS4 this is regular and targeted at particular students - at KS3 use of Google Classroom needs consistency across the department and perhaps an agreed stance on what counts as Good art homework could be a focus of a future department meeting.
Drama	Hannah Dalton	One full time teacher	Outstanding- students work extremely productively together to interpret directions and critique each others work.	Marking is thorough and formative feedback is given in booklets so students can refer back to it.	Knowledge organisers are done but need to be explicitly referred to.	Very positive - they understand what they are currently working on - although couldn't say how this built upon previous topics.	Use of knowledge organisers and homework	Homework is set but not consistently at KS3 or 4 - this needs addressing and some thought given as to what is the purpose of homework in Drama and how does it help students retain knowledge of the key vocabulary you want them to remember.
Spanish	Nick More	Feroz Vora- Acting HOD Monica Martinez- NQT +1 Cristina Rossi- UQ	Both quality and style of delivery varies a fair amount across the department, as would be expected given differing levels of experience within the department. Between all three teachers, there were strengths observed in almost all areas so some sharing of good practice would advance the department to a highly functioning one. Monica has a very engaging and interactive style which the students love and gain good development in speaking and listening from, but which overshadows the need for reading and writing, as well as consolidation and differentiation. Cristina has a more balanced approach, with students observed completing a wider range of tasks, but isn't yet able to work the whole room as much as Feroz or Monica. Feroz has masterful control of the room, good relationships with his groups and mixes skill areas whilst teaching and differentiates very well. Engagement for learning observed was really good across the lessons, and particularly strong in Feroz's lessons. One thing observed across the board was the need for more consolidation time with teacher circulation to support differentiation through support and extension.	Light marking varies across the department but is more than sufficient in all books seen. Formative assessment is carried out extensively, though a lot of this is input to trackers and it isn't clear that students receive individual feedback comments each half term. To both reduce teacher workload and increase student feedback, comments in books could be used or some form of RAG sheet for teacher/self assessment. AFL takes place throughout lessons and is done quite well, though this could be maximised by developing techniques to involve the whole room and using directed questions less.	Curriculum overview is very clear and covers all the content of the KS3 course, KDs are in place for all the necessary modules and all include vocab lists. There is a concern with content coverage towards the middle and end of KS4, with the chapters not being completely finished early enough with time to revise, though there is a plan in place for the 'overlapping' chapters in the KS3 and KS4 courses to be organised to facilitate a quicker start in yr10.	Students feel that they are learning well in Spanish and that they enjoy their lessons. They see clear progression through improved vocabulary/tenses etc. on previous years and feel the curriculum progresses them. There is some disparity in what they feel they're getting better at (some lessons they feel they write and read more than others).	There needs to be some departmental PD/sharing good practice on teaching all four essential skillsets (either separately and balancing time or mixing together as seen in the best moments in the 3D review). Teachers could all observe each other in a purely developmental, non-judgemental way for teachers to see different delivery styles. More consolidation time needs to be built into lesson to allow for more differentiation through teacher circulation. AFL needs to be moved up to the next level by quickly assessing whole classrooms using verbal techniques, technology, mini WBs, voting etc. Teachers need to be setting their own Google classroom notices to alert students to the (regular) deadlines for the homework tasks. Formative feedback needs to clear to students each half term and teacher workload around this needs to be reduced.	Homework websites activelearn and vocabexpress are embedded very well (they even have their own display), with students receiving tasks on each and given login instructions and deadlines on google classroom centrally. Teachers now need to set their own weekly/fortnightly homework tasks on these sites and signpost these on google classroom with due dates.

PE & Dance	Nick More	Giles Smith- HOD Hannah Nolan Lorna Maynard NQT +1 Bryan Hall- Agency	<p>We observed similar basketball sessions with three different year groups and the consistency of coaching quality was exceptional. It differed with age group, with clear strategies aimed at facilitating the different age groups to improve their skill level.</p> <p>The teaching by Giles to his yr10 group was amazing and the proficiency of that group in the complex tasks given to them was sensational. There was clear differentiation and responsive teaching, with seamless drills and marked progress within the half lesson we saw.</p> <p>Bryan delivered a similar session but to yr8 students and the different strategies and pace were clear, as well as that students were not doing a GCSE in the subject. Bryan is still developing his understanding and use of the E4L system, though is completely on board with it's implementation and impact.</p> <p>Lorna delivered an incredible dance lesson which showed sustained progress by the whole group towards their final piece and incorporated some very impressive use of the curriculum notice boards to link into summative and formative assessment.</p> <p>Hannah was very good control of her groups and this was evident in her lesson which was team-taught with Lorna. The modelling was very good in this lesson and students were almost all on task for the duration.</p> <p>Modelling, engagement for learning, logistical procedures, subject knowledge and relationships with students are all very good across the department.</p>	<p>Formative assessment takes place within lessons and is by direct observation, with verbal, instant feedback in most cases. Formal sections in certain lessons (especially GCSE lessons) could be implemented so that all or most receive feedback in assessment lessons, though at current students are making progress as a result of good feedback.</p> <p>Written marking of GCSE work from the PE (yr10/yr11) or Dance (yr10) groups was not seen during this review.</p> <p>The only department-wide improvement to be suggested with regards to in-lesson formative assessment is whole-class questioning as the majority currently is directed questioning.</p>	<p>XOs are in place and clearly match the seasonal calendar of sports, which is great. Some work in signposting the dates needs to be done in the file titles (especially in GCSE PE).</p> <p>The skill descriptors used for each group to tie into EoY assessment is fantastic (7A-7E etc); as extension, 8E could be included in the yr7 docs and 9E in yr 8 etc.</p> <p>Some documentation of the practical elements of GCSE PE, as well as how these tie in with the calendar, need to be on the drive and on classroom too.</p>	<p>Students enjoy their PE lessons and are clearly improving- the section of curriculum we saw on basketball was ambitious and the students really enjoyed being coached properly rather than just 'playing' all the time.</p> <p>Students really, really enjoy their dance lessons- they find them challenging and love the process of designing their own routines, but having them improved by Lorna.</p> <p>One girl wasn't settled in GCSE PE but she had only recently been put there and needs to be moved.</p> <p>Students definitely notice the progression from core PE to GCSE PE, mentioning they find the biology really tricky, but feel they are making really good progress.</p>	<p>Logistics & security- embed new procedures so that the changing rooms are supervised for 5 mins at start and end and locked at all other times.</p> <p>Google classroom usage- needs to be regular and with due dates set for student calendars.</p> <p>Use of E4L system needs to be consistent across teachers and lessons.</p> <p>Clear signposting on drive as to what is covered when and which documents are associated, especially in GCSE PE.</p> <p>Whole-class questioning to further improve AfL.</p>	<p>Use of google classroom across the department is patchy and this is a key improvement that needs to be acted upon.</p> <p>All GCSE groups needs tasks set regularly with due dates listed on classroom.</p> <p>KS3 and other Core PE groups can have videos with key demonstrations or discussion points posted on the streams.</p>
------------	-----------	--	---	---	--	--	---	--

Pupil premium spending plan 2019/20

2019/20

Pupil premium income 2019/20

£356,235.00	Pupil premium student numbers	Number	%
	Year 7	69	53.08%
	Year 8	74	51.39%
	Year 9	78	57.35%
	Year 10	83	57.24%
	Year 11	77	57.89%
	Total	381	55.14%

Page 17

Activity or action	Tier (Based upon EEF best practice)	How this will support the progress of pupil premium students?	Total cost 2019/2020	Cost breakdown for pupil premium students	Cost centre for the activities and actions
Festival of Education. %	Teaching	Providing staff with the opportunity to			CPD
Staff CPD % of	Teaching	Providing staff with the opportunity to			CPD
Free Breakfast	Wider Strategies	Providing breakfast will address a			Catering
Duke of Edinburgh	Wider Strategies	Increases their confidence and range of		Unknown until we know	Equipment (not IT),
Subsidy for educational visits	Wider Strategies	Increase the exposure to further education, business and industry and art and culture of pupoil premium students, thus increasing their social and cultural capital and affecting their ambition.	£10,000	£29.60 for each student for trips for the year	Trips travel costs and trips accomodation/entrance
% of salary for Day 10	Wider Strategies	The Day 10 programme provides the	£12,460	Based on 47.5% of the Day	Educational support staff
The Access Project	Academic Support	The Access Project provides a series of	£7,500	50% of the total £15,000	Professional services -
Tutoring for year 11	Academic Support	Targetted 1 to 1 support for students	£77,000	£1000 per student,	Professional services -
Tutoring for year 10	Academic Support	Targetted 1 to 1 support for students	£33,200	£400 per student, tutoring	Professional services -
Tutoring for year 9	Academic Support	Targetted 1 to 1 support for students	£15,600	£200 per student, tutoring	Professional services -
Revision resources for	Academic Support	Provide free resources to each student	£7,392	Total cost of revision	Equipment (Not IT)
Revision resources for	Academic Support	Provide free resources to each student	£7,968	Total cost of revision	Equipment (Not IT)
Provision of free uniform	Wider Strategies	Ensure all students are able to follow the	£2,000	As needed - decisions	Uniforms expenditure
Accelerated reader	Academic Support	Engages all students in a targetted reading	£3,698	Annual cost of the scheme	Books
EAL Coordinator and LSA	Academic Support	Provides support to EAL students including		% of salaries for 2019/20	Teaching assistant salaries
Performing Arts	Academic Support	Develops performances with groups of	£11,686	52% of performiong arts	Teaching assistant salaries
Learning assistant	Academic Support	Provides an increased variety of	£18,000	Total estimated cost of	Support staff overtime
Drama GCSE theatre	Wider Strategies	Provides opportunities for all students	£1,800	Estimated cost of students	Educational visits
Subsidy for stationary on	Wider Strategies	Stationary on sale in the library at	£1,000	The subsidised stationary	Stationary
Year 6 summer school	Wider Strategies	The summer school for year 6 students	£5,000	£5000 towards the cost of	
Music tuition	Wider Strategies	1 to 1 and small ensemble tuition in music	£15,200	£20 per student per 1/2	Professional services -
Bookbuzz - run by The	Wider Strategies	their choosing that they get to keep. They	£930	Total cost of the scheme	Books
Learning assistant and	Academic Support	Individual support programmes for	£125,801		Teaching assistants

Total planned spend	£356,235
----------------------------	-----------------

This page is intentionally left blank

Principals report to Governors
March 5th 2020

A handwritten signature in black ink, appearing to read 'John Taylor', with a long horizontal flourish extending to the right.

John Taylor

1. Introduction
2. Teaching and learning
3. Likely student numbers for year 7 next year
4. Behaviour report for the year to date
5. Attendance for the year to date

1. Introduction

Firstly there have been some great examples of enrichment activities that I would like to share with you. We often discuss the Day 10 programme but there is so much more that goes on in the school outside of this. The annual school production of Grease was fabulous. The staging and performance were a testament to all of the company and the staff and the hours of hard work they had put into bringing it to the stage. We are seeing increasing levels of participation and also quality in performances in Drama, Music and Dance. This has been something I have been very keen to drive forward over the past two and a half years since I started at UAE. It is a very clear statement of our commitment to developing our students ambition and confidence, but it's about far more than the performance itself. The process of students collaborating in the devising, rehearsal and performance of any creative piece to an audience is full of risk as they make themselves vulnerable to judgement of their peers and others. From this they build a camaraderie with each other and an inner confidence that then supports them to take risks with their learning in class. You will see from the work on the culture of learning that we have a significant focus on our expectation that students support each other to take these risks in the classroom and elsewhere.

To support the development of the performing arts opportunities we have recently secured a £20,000 grant from 'Restore the Music' to provide instruments and equipment for the music department.

Another great example of students taking a risk to get their voices heard is the year 10 students that have worked with 'HeadStart' for the past 10 weeks. A group of 18 students, many of them lacking in confidence which leads to disruption of learning in lessons, have been working with actors and musicians and to produce one short play and two ensemble music pieces to express their views on issues they were concerned about. The students worked as teams and wrote and rehearsed their pieces over five sessions. They performed them to a range of adults from the Mayor's office, Lendlease and local youth charities at the SouthBank Centre last week. I was there and was honestly hugely impressed by their commitment, support for each other and the quality of their work. As were the guests that spoke to the students in a networking session that followed the performance. Other enrichment activity includes Our Young Girls Matter group which are currently designing a series of events to celebrate International Women's Day. They will be leading a series of debates, quizzes, assemblies and a bake sale. We have also linked up with Phoenix Education who are working with thirteen students on a long term project called 'Changemakers Lab'. They will be developing their understanding of how to bring about change in the world through politics and campaigns. We are now building our capacity to share these events and successes through our website and social media. If you aren't already following us on twitter then you should, @UAESouthBank, and please retweet with abandon.

On the 24th November we had our first trust wide INSET day. Annette and Kam (VP at the UTC) put together a fantastic programme with David Weston from the Teacher Development Trust as the keynote speaker. All of the teachers attended workshops of their choosing which were delivered on various aspects of teaching and learning by staff from both schools. We also had Adnan from the OD department at LSBU working with non-teaching staff. The feedback from the day has been really positive and it was a true embodiment of our Professional Learning Community where teachers take ownership of their own professional development through researching and then collaboratively developing their own classroom practice.

2. Teaching and learning - from Annette Moses

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

Deep Dive Department Review Summary 2019/20

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

Quality of teaching

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

Marking and Formative assessment

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

Homework and google classroom use

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

Curriculum design and use of Knowledge

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

Student feedback

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

Actions for the Department Improvement Plan

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

3. Likely student numbers for year 7 next year.

This week we received confirmation from Southwark of the number of students that have been offered a place at UAE in year 7 next year: 120. However, as 36 are from students who have not put us down in their 4 choices I anticipate that we will have around 100 students starting with us in year 7 in September. Our current year 7 has 129 students.

We were expecting a drop in applications and this is in line with our expectation. There are a number of possible factors for this but I feel that the main one will be the publication of our first set of GCSE examination results in October, before parents completed their application forms. It is a stark reminder of how important the GCSE progress 8 score is.

As we are funded per pupil we will now have to take account of this when preparing a budget for next year, and any consequent changes to staffing.

4. Behaviour report for the year to date

Behaviour report for modules 1,2 and 3 2019-20

Behaviour Details (02 Sep 2019 - 18 Oct 2019)

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	All Years
Damage to School Property	2	4	3	1	1	0	0	11
Preparation For Learning	233	271	312	334	236	1	0	1387
Lateness to Lesson	48	97	101	86	61	8	0	401
Lateness to school	23	15	40	36	17	0	0	131
Poor Conduct out of Class	32	78	70	51	35	0	0	266
On Show (Expect it to go)	1	2	3	5	2	0	0	13
Isolation (Student Services Only)	4	5	3	1	0	0	0	13
Incomplete PE Kit	38	64	70	23	27	0	0	222
Removal from Class	40	131	122	88	42	0	0	423
Poor Corridor Conduct	13	71	42	73	16	0	0	215
Failed to attend/Failed after School Detention (1hr)	70	132	94	79	116	0	0	491
Lack of Engagement	178	560	523	328	190	0	0	1779
Total number of lack of engagement or removals from class per lesson across the school:								12.6 or 1.7% of students

Page 1 of 1

28 Feb 2020 10:08:43 Taylor John

Behaviour Details (04 Nov 2019 - 20 Dec 2019)

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	All Years
Damage to School Property	1	2	5	1	1	0	0	10
Preparation For Learning	202	336	340	396	438	4	0	1716
Lateness to Lesson	85	90	47	130	68	0	3	423
Lateness to school	35	35	60	99	66	11	1	307
Poor Conduct out of Class	24	84	64	75	35	1	0	283

On Show (Expect it to go)	0	2	6	4	11	0	0	23
Isolation (Student Services Only)	10	23	10	33	11	8	1	96
Incomplete PE Kit	20	43	34	44	24	0	0	165
Removal from Class	29	87	74	75	36	0	0	301
Poor Corridor Conduct	44	102	52	84	27	0	0	309
Failed to attend/Failed after School Detention (1hr)	107	127	110	138	156	0	0	638
Lack of Engagement	308	585	497	345	246	0	0	1981
Total number of lack of engagement plus removals from class per lesson across the school:								13.0 or 1.7% of students

Behaviour Details (06 Jan 2020 - 14 Feb 2020)

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	All Years
Damage to School Property	3	0	1	1	1	0	0	6
Preparation For Learning	169	278	288	346	268	1	0	1350
Lateness to Lesson	43	92	122	87	132	0	0	476
Lateness to school	10	26	26	52	38	0	0	152
Poor Conduct out of Class	26	76	43	68	29	0	0	242
On Show (Expect it to go)	1	1	2	2	1	0	0	7
Homework Incomplete	81	143	133	137	0	0	0	494
Isolation (Student Services Only)	24	40	26	14	10	0	0	114
Incomplete PE Kit	21	44	32	18	0	0	0	115
Removal from Class	54	79	56	49	18	0	0	256
Poor Corridor Conduct	56	90	48	91	36	0	0	321
Failed to attend/Failed after School Detention (1hr)	67	110	110	117	110	0	1	515
Lack of Engagement	388	545	450	266	118	0	0	1767

Total number of lack of engagement plus removals from class per lesson across the school:	13.5 or 1.8% of students
---	--------------------------

Total for the year up to the end of module 3

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	All Years
Damage to School Property	6	7	9	3	3	0	0	28
Preparation For Learning	640	895	989	1143	974	6	0	4647
Lateness to Lesson	184	294	276	306	269	9	3	1341
Lateness to school	72	84	138	205	144	9	1	653
Poor Conduct out of Class	82	243	192	204	102	1	0	824
On Show (Expect it to go)	2	6	14	11	15	0	0	48
Homework Incomplete	81	143	133	137	0	0	0	494
Isolation (Student Services Only)	39	73	41	49	21	8	1	232
Incomplete PE Kit	79	171	160	87	51	0	0	548
Removal from Class	122	297	258	226	98	0	0	1001
Poor Corridor Conduct	111	268	145	257	83	0	0	864
Failed to attend/Failed after School Detention (1hr)	259	392	340	366	408	0	1	1766
Lack of Engagement	900	1736	1494	969	574	0	0	5673
Total number of lack of engagement plus removals from class per lesson across the school:								13.3 or 1.8% of students

5. Attendance summary - by module and for the year to date.

Attendance summary for modules 1,2 and 3 2019-20								
Session Attendance Summary (02 Sep 2019 - 18 Oct 2019)								
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	All Years
Attendance	96.89%	95.72%	94.97%	96.34%	94.18%	95.94%	87.70%	95.41%
Authorised	2.28%	2.73%	3.71%	2.24%	2.30%	0.44%	3.11%	2.53%
Unauthorised	0.83%	1.55%	1.32%	1.43%	3.52%	3.61%	9.19%	2.05%
Persistent Absence >=10%	13	20	18	18	21	7	10	107
AEA	0.71%	1.54%	2.96%	1.47%	0.27%	1.09%	3.31%	1.42%
Present	96.18%	94.19%	92.01%	94.87%	93.90%	94.85%	84.39%	93.99%
Lates	1.09%	2.10%	3.14%	4.15%	2.66%	7.84%	10.27%	3.15%
Page 1 of 1				27 Feb 2020 11:36:50 Taylor John				
Session Attendance Summary (04 Nov 2019 - 20 Dec 2019)								
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	All Years
Attendance	94.90%	93.84%	93.29%	96.26%	92.38%	93.87%	84.75%	93.87%
Authorised	2.93%	4.35%	5.02%	2.39%	2.74%	2.87%	7.25%	3.55%
Unauthorised	2.17%	1.82%	1.69%	1.35%	4.88%	3.26%	8.01%	2.58%
Persistent Absence >=10%	24	26	27	15	29	11	13	145
AEA	0.21%	2.05%	1.30%	0.46%	1.29%	3.66%	6.69%	1.38%
Present	94.69%	91.79%	91.99%	95.80%	91.09%	90.22%	78.05%	92.49%
Lates	1.53%	2.46%	3.65%	5.11%	4.06%	10.70%	12.22%	4.06%
Page 1 of 1				27 Feb 2020 11:39:45 Taylor John				
Session Attendance Summary (07 Jan 2020 - 14 Feb 2020)								
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	All Years
Attendance	94.42%	94.52%	93.28%	93.16%	89.96%	77.19%	70.44%	91.52%
Authorised	3.36%	2.93%	4.18%	2.45%	2.83%	4.17%	5.99%	3.28%
Unauthorised	2.05%	2.38%	2.32%	2.86%	6.48%	18.52%	22.99%	4.66%
Persistent Absence >=10%	26	24	30	22	38	33	17	190
AEA	0.11%	0.81%	0.75%	0.37%	0.09%	7.42%	3.28%	0.92%
Present	94.31%	93.71%	92.53%	92.79%	89.87%	69.77%	67.16%	90.60%
Lates	1.67%	3.26%	4.59%	4.80%	4.53%	3.89%	1.64%	3.73%
Page 1 of 1				27 Feb 2020 11:41:28 Taylor John				

Total for the year to date (02 Sep 2019 - 14 Feb 2020)								
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	All Years
Attendance	95.66%	94.71%	93.82%	95.34%	92.97%	93.02%	85.95%	94.18%
Authorised	2.85%	3.39%	4.35%	2.37%	2.64%	2.41%	5.30%	3.14%
Unauthorised	1.43%	1.85%	1.76%	1.82%	4.17%	4.57%	8.75%	2.52%
Persistent Absence >=10%	13	24	21	13	19	9	13	112
AEA	0.35%	1.51%	1.70%	0.78%	0.59%	3.95%	4.56%	1.26%
Present	95.31%	93.21%	92.12%	94.57%	92.38%	89.07%	81.39%	92.92%
Lates	1.43%	2.54%	3.76%	4.69%	3.75%	7.70%	8.41%	3.65%
Page 1 of 1				27 Feb 2020 17:04:16 Taylor John				

This page is intentionally left blank

Year 11 (2018/2019) Dec Mocks

Whole Cohort

Pupils

● 96 Pupils ● 66 Boys ● 30 Girls

Baccalaureate

51

51 Pupils Entered - 53.13%

10.42%
Standard
Pass
10/96

3.12%
Strong Pass
3/96

Page 31

Baccalaureate Subjects

	Eng	Ma	Sci	Hums	Lang
Entries	96	96	96	57	81
	100%	100%	100%	59%	84%
Standard	64	51	23	40	26
	67%	53%	24%	42%	27%
Strong	50	25	10	27	15
	52%	26%	10%	28%	16%

Summary

3.01 -2.11 -0.02 -1.37

APS Sci VA Hums VA Lang VA

English

Entries 9 to 7 9 to 5 9 to 4

96 14 50 64

Pupils	100.00%	14.58%	52.08%	66.67%
Entries	-	14.58%	52.08%	66.67%

Maths

Entries 9 to 7 9 to 5 9 to 4

96 4 25 51

Pupils	100.00%	4.17%	26.04%	53.13%
Entries	-	4.17%	26.04%	53.13%

Science

	Pupils	Entries
1 Science	96	100.00%
Grade 4+	32	33.33%
2 Sciences	96	100.00%
Grade 4+	23	23.96%
3 Sciences	53	55.21%
Grade 4+	12	12.50%
Bio/Chem/Phys	44	45.83%
Grade 4+	12	12.50%

MFL

	Pupils	Entries
1 MFL Entry	81	84.38%
Grade 4+	26	27.08%
2 MFL Entries	2	2.08%
Grade 4+	2	2.08%

English & Maths Threshold

Both Subjects	47%	27%	English Only
	<5 45	26 5+	
Both Subjects	27%	20%	Both Subjects
	<4 26	19 4+	
Maths Only	6%	47%	Both Subjects
	4+ 6	45 4+	
Maths Only	1%	25%	Both Subjects
	5+ 1	24 5+	

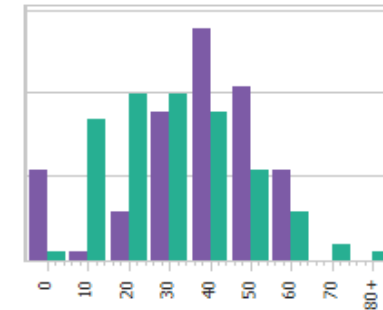
96 Pupils Entered - 100.00%

Entries

9 to 8 - inc A*'s	(4.05%)
33	
9 to 7 - inc A*-A	(8.96%)
73	
9 to 5 - inc A*-B	(31.78%)
259	
9 to 5 - inc A*-C	(33.01%)
269	
9 to 4 - inc A*-C	(48.96%)
399	
Total	Average
815.00	8.49

Progress 8

■ A8Estimate ■ A8Actual



	A8	P8
English	9.21	-0.4
Maths	6.71	-1.14
EBacc	9.27	-1.33
Other	11.06	-1.01
Overall	36.24	-1.01
Filled Slots	86	89.58%

Performance

	Pupils	Percent
5 A* to C	38	39.58%
Inc EnMa (4+):	36	37.50%
Inc EnMa (5+):	24	25.00%
5 Grade 5+	24	25.00%
Inc EnMa:	20	20.83%

Year 11 (2019/2020) Jan Mocks

Whole Cohort

Pupils

133 Pupils 100 Boys 33 Girls

Baccalaureate

93

93 Pupils Entered - 69.92%

8.27%
Standard Pass
11/133

4.51%
Strong Pass
6/133

Page 32

Baccalaureate Subjects

	Eng	Ma	Sci	Hums	Lang
Entries	133	133	132	94	129
	100%	100%	99%	71%	97%
Standard	72	71	77	40	30
	54%	53%	58%	30%	23%
Strong	52	46	61	23	23
	39%	35%	46%	17%	17%

Summary

3.63 -0.25 -1.11 -1.75
APS Sci VA Hums VA Lang VA

English

Entries	9 to 7	9 to 5	9 to 4	
133	16	52	72	
Pupils	100.00%	12.03%	39.10%	54.14%
Entries	-	12.03%	39.10%	54.14%

Maths

Entries	9 to 7	9 to 5	9 to 4	
133	14	46	71	
Pupils	100.00%	10.53%	34.59%	53.38%
Entries	-	10.53%	34.59%	53.38%

Science

	Pupils	Entries	
1 Science	132	99.25%	
Grade 4+	84	63.16%	63.64%
2 Sciences	132	99.25%	
Grade 4+	77	57.89%	58.33%
3 Sciences	61	45.86%	
Grade 4+	41	30.83%	67.21%
Bio/Chem/Phys	31	23.31%	
Grade 4+	24	18.05%	77.42%

MFL

	Pupils	Entries	
1 MFL Entry	129	96.99%	
Grade 4+	30	22.56%	23.26%
2 MFL Entries	5	3.76%	
Grade 4+	3	2.26%	60.00%

English & Maths Threshold

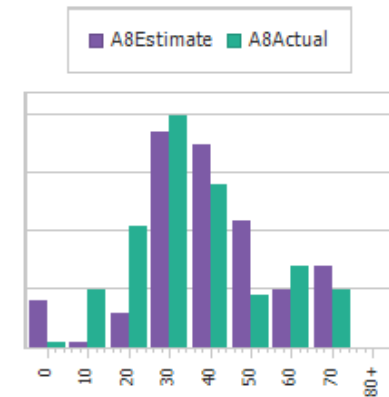
Both Subjects	51%	14%	English Only
	<5 68	19 5+	
	<4 36	26 4+	
	27%	20%	
Maths Only	19%	35%	Both Subjects
	4+ 25	46 4+	
	5+ 13	33 5+	
	10%	25%	

133 Pupils Entered - 100.00%

Entries

9 to 8 - inc A*'s	(6.60%)
73	
9 to 7 - inc A*-A	(13.20%)
146	
9 to 5 - inc A*-B	(37.97%)
420	
9 to 5 - inc A*-C	(40.33%)
446	
9 to 4 - inc A*-C	(52.80%)
584	
Total	Average
1106.00	8.32

Progress 8



	A8	P8
English	8.33	-0.91
Maths	7.4	-0.93
EBacc	12.97	-0.29
Other	12.32	-0.73

Overall 41.02 -0.67

Filled Slots 132 99.25%

Performance

	Pupils	Percent
5 A* to C	56	42.11%
Inc EnMa (4+)	45	33.83%
Inc EnMa (5+)	32	24.06%
5 Grade 5+	36	27.07%
Inc EnMa	28	21.05%

Details		EM Threshold															Progress 8						Attainment 8								
		Entered		Standard Pass						Strong Pass						Summary			Baskets			Summary		Baskets							
				Both		English Only		Maths Only		Both		English Only		Maths Only																	
Name	Pupils	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	KS2	APS	Entries	Score	% Positive	English	Maths	EBacc	Other	Score	English	Maths	EBacc	Other
Basic																															
All Students	133	133	100	46	34.59	26	19.55	25	18.8	33	24.81	19	14.29	13	9.77	4.86	125	-0.68	26.4	-0.92	-0.94	-0.3	-0.72	41.12	8.33	7.4	12.97	12.41			
SEN																															
SEN	36	36	100	6	16.67	10	27.78	5	13.89	4	11.11	5	13.89	3	8.33	4.72	35	-1.16	20	-1.24	-1.52	-0.96	-1.08	33.01	7.17	5.5	9.81	10.53			
Non SEN	97	97	100	40	41.24	16	16.49	20	20.62	29	29.9	14	14.43	10	10.31	4.91	90	-0.49	28.89	-0.8	-0.71	-0.05	-0.58	44.13	8.76	8.1	14.15	13.11			
SEN gap	-97	-97	-100	-40	-41.24	-16	-16.49	-20	-20.62	-29	-29.9	-14	-14.43	-10	-10.31	-4.91	-90	0.49	-28.89	0.8	0.71	0.05	-0.5	-44.13	-8.76	-8.1	-14.15	-13.11			
Gender																															
Males	100	100	100	34	34	17	17	21	21	22	22	12	12	13	13	4.93	95	-0.83	22.11	-1.23	-1.04	-0.46	-0.81	40.76	8	7.48	12.79	12.49			
Females	33	33	100	12	36.36	9	27.27	4	12.12	11	33.33	7	21.21	0	0	4.64	30	-0.19	40	0.03	-0.63	0.21	-0.44	42.2	9.33	7.15	13.53	12.18			
Gender Gap	67	67	0	22	-2.36	8	-10.27	17	8.88	11	-11.33	5	-9.21	13	13	0.29	65	-0.65	-17.89	-1.26	-0.41	-0.68	-0.37	-1.44	-1.33	0.33	-0.74	0.31			
Pupil Premium																															
Pupil Premium	77	77	100	23	29.87	15	19.48	18	23.38	18	23.38	9	11.69	6	7.79	4.87	75	-1	17.33	-1.25	-1.2	-0.56	-1.14	39.42	7.97	7.17	12.61	11.67			
Non Pupil Premium	56	56	100	23	41.07	11	19.64	7	12.5	15	26.79	10	17.86	7	12.5	4.84	50	-0.2	40	-0.44	-0.54	0.08	-0.1	43.45	8.82	7.71	13.47	13.44			
Pupil Premium Gap	21	21	0	0	-11.2	4	-0.16	11	10.88	3	-3.41	-1	-6.17	-1	-4.71	0.03	25	-0.8	-22.67	-0.81	-0.67	-0.64	-1.04	-4.02	-0.85	-0.55	-0.86	-1.77			
FSM																															
FSM	52	52	100	19	36.54	8	15.38	10	19.23	15	28.85	5	9.62	5	9.62	4.96	51	-1.08	15.69	-1.32	-1.3	-0.65	-1.19	41.37	8.31	7.58	13.25	12.23			
Non FSM	81	81	100	27	33.33	18	22.22	15	18.52	18	22.22	14	17.28	8	9.88	4.79	74	-0.41	33.78	-0.65	-0.69	-0.06	-0.39	40.96	8.35	7.28	12.8	12.53			
FSM Gap	-29	-29	0	-8	-3.21	-10	-6.84	-5	0.71	-3	6.62	-9	-7.67	-3	-0.26	0.17	-23	-0.67	-18.1	-0.66	-0.62	-0.58	-0.8	0.41	-0.04	0.29	0.45	-0.3			

Page 33

	Yr10 Dec Mock	Yr10 EoY Mock	Yr11 Jan Mock	Actual
Class of 2019	-1.35	-1.31	-1.01	-0.53
Class of 2020	(Did not sit)	-1.02	-0.67	+0.48 = -0.19
Class of 2021	-0.95			

This page is intentionally left blank

Priority: Developing our school culture**Context:**

One of the greatest strengths of our school is the diversity of the student and staff bodies. The choice of the the schools value of social responsibility was partly drawn from the expressed desire for the school to build community cohesion. To do this we provide opportunities for people from all backgrounds to live in each others lives, accept each other, and turn our differences into our strength as we experience and understand different ways of being and living.

But with this diversity comes an absence of clearly understood cultural expectations of how we should be with each other in different contexts. A highly successful school has this. Over the past two years the school has come a long way and teaching and learning has improved significantly. However, to move forward we now need to develop self regulation and self management from our students in accordance with an agreed stated common culture.

We have decided to address this in three parts:

The culture of learning in the classroom and elsewhere.

The culture of behaviour between students.

The culture of behaviour from adults to students.

We are starting with the culture of learning. Developing and sustaining culture change in a school is very difficult. We will be learning as we go.

Success criteria:

Students, staff and parents are all aware of the common cultural expectations of the school and generally adhere to them.

Students and staff self regulate, and regulate each other when individuals and groups diverge from these cultural expectations.

All students and staff feel that they have taken part in the development of the agreed culture and understand the purpose and rationale for it.

Objective	Actions, including CPD	Date	Responsible	Outcomes	Resources/ cost	Status	Evaluation
Culture of learning	Initial discussions with SLT	September to November 2019	JT	Breakdown of culture into 3 facets	Nil	Done	Clarity of approaches we will take to develop a common school culture
	Discussions with middle leaders	2nd December PD session	JT	Clarity of timescales for staff engagement	Nil	Done	Extend the time for discussion and focus down on one facet at a time
	Identifying what we see and what we want to see - tied in with confidence, ambition and social responsibility - All staff INSET	9th December PD session	JT	All staff contributing to defined expectations of culture of learning	Nil	Done	Ask for more specific examples and return to this on Jan 6th INSET
	Building grade criteria for 'Commitment to learning' and 'Effort with homework'	6th January INSET	JT	All staff contributing to the production of grade criteria - then final version developed by JT	Nil	Done	Ambitious and bold criteria produced - really good engagement and enthusiasm in the extended INSET session
	Assemblies to all students	wb. 13th January	JT	All students aware of the new expectations	Nil	Done	Good response from students - one observed by Governors
	Form time lesson to all students	wb. 20th January	All form tutors - JT producing slides	All students engage in discussion around the new expectations	Nil	Done	Varied quality and thought from form tutors in the delivery of the lesson
	Commitment to learning and effort with homework grades put onto mid-year reports	Through modules 3 and 4	All teachers and JP	Teachers and parents engaging with assessing	Nil	Done	Staaf are assessing students against the new criteria - need to run a listening exercise on how they felt this went

				compliance to new expectations			
Form time poster competition	20th Jan - for three school weeks	All form tutors/HoH's to judge and reward winners	Students producing guidance for their peers on the new expectations	Nil	Ongoing		
Display of culture of learning expectations in classrooms				Nil			
School display of culture of learning in lessons							
Teachers recording missing homework as a behaviour code							
Identification of students not using self learning apps through RM Unify							
Increase engagement of parents with monitoring homework completion							
Micro-scripting sanctioning of behaviour which goes							

	against our school culture						
	Monitoring of teachers responding to incidents in lessons which display behaviour that goes against the culture of learning						
	Interventions to support teachers in ensuring adherence to the culture of learning						
	Engagement of groups of students in promoting our culture of learning to their peers						
	Rewarding adherence to homework expectations						
	Rewarding adherence to culture of learning in the classroom expectations						

	INTERNAL
Paper title:	Remit of SAB and role of link governors
Board/Committee:	UAE School Advisory Board
Date of meeting:	05 March 2020
Author(s):	Michael Broadway, Company Secretary
Sponsor(s):	Chris Mallaband, Chair of the SAB
Purpose:	For Information
Recommendation:	The SAB is requested to note: - its remit from the Scheme of Delegation; and - the role of link governors

Executive summary

The Scheme of Delegation (SoD) sets out how the Board of Trustees has delegated to the School Advisory Boards. It has determined that the role of the SAB is primarily focused on reviewing, challenging and advising on the School Development Plan, on academic performance and support, key Link Governor roles, and support and advocacy for the school with parents and community. Further details are set out in the extract of the SoD in the appendix.

In order to support the SAB in its role, a number of link governor roles have been created. These are for pupil premium, safeguarding, SEN, careers/employer engagement, curriculum, parent, and health and safety.

A link governor role involves the following tasks:

- Keeping up to date with that area, and attending relevant training
- Making focused visits to the school
- Acting as a link between a relevant staff member and the school advisory board (SAB), by meeting regularly to discuss the area
- Monitoring and discussing the impact of relevant policies with the staff member
- Regularly reporting to the SAB, and making recommendations where appropriate

Further details are set out in the appendix.

The SAB is requested to note.

Appendix – remit of SAB from Scheme of Delegation

11. Delegation to the SAB

The role of the SAB is primarily focused on reviewing, challenging and advising on the local School Development Plan, on academic performance and support, key Link Governor roles, and support and advocacy for the school with parents and community.

For the avoidance of any doubt, Appendix 2 contains a list of reserved matters which are matters for consideration and determination by the Members and Board of Trustees only.

The SAB shall have the roles set out in this section and any other role that the Trustees agree shall be carried out by the SAB and that is communicated in writing to the SAB Chair.

a) Monitoring and evaluation

- Monitoring of UTC or Academy key performance indicators as they relate to academic targets.
- Ensuring effective processes are in place for monitoring the quality assurance of teaching and learning, the curriculum, inclusion and the sharing of good practice across the UTC or Academy.

b) Governance

- Ensuring there is effective communication between SBA and the SAB.
- Making arrangements for the recruitment of Staff, Parent and Local Governors(as appropriate)and where appropriate in accordance with clause 5, recommending their appointment to the SBA Board.
- Appointing from its number, Local Governors with specific responsibilities as set out in clause 5.5..
- Establishing an Exclusions Committee for reviewing decisions of the School Principal in that respect.

c) Students

- Ensuring effective arrangements are in place for student support and representation at the UTC or Academy.

d) Safeguarding

- Maintain and apply SBA's safeguarding and child protection policy for the UTC or Academy.
- Appointing from its number, a Local Governor with specific responsibility for safeguarding.
- Ensuring the completion of the single central record.

e) Community and parents

- Contributing to the development of the UTC or Academy prospectus.
- Supporting SBA, the School Principal and the Executive Principal in the extended school provision in the UTC or Academy.

- Ensuring systems are in place in line with SBA's strategy at the UTC or Academy for effective communication with students, parents or carers, staff and the wider community including the establishment and support of a local parent teacher association.
- Implementing a means whereby the UTC or Academy can receive and react to parental feedback.
- Establishing and maintaining a relationship with the local elected community representatives.

Role of Link Governor

A link governor role involves the following tasks:

- Keeping up to date with that area, and attending relevant training
- Making focused visits to the school
- Acting as a link between a relevant staff member and the school advisory board (SAB), by meeting regularly to discuss the area
- Monitoring and discussing the impact of relevant policies with the staff member
- Regularly reporting to the SAB, and making recommendations where appropriate

Role of the pupil premium Link Governor

- ensuring governors are being involved in decisions about how the pupil premium is spent;
- ensuring the school has published information on its website about pupil premium allocation, its spend and impact, and that parents can find this information;
- meeting regularly with the senior leader who is responsible for overseeing how the pupil premium is spent to monitor and evaluate specific actions that it is funding.

Role of the safeguarding Link Governor

- keep up to date with statutory guidance relating to safeguarding and child protection and any advice issued by the local safeguarding children board (LSCB)
- attend training for safeguarding link governors
- ensure there are suitable and up-to-date policies for:
 - Child protection
 - Staff code of conduct
 - Handling allegations against staff and volunteers.
- ensure the school has appropriate safeguarding responses to children who go missing from education, to help identify the risk of abuse and neglect and help prevent further incidents
- ensure the school has appropriate online filters and monitoring systems in place
- report back to the SAB about safeguarding issues and developments
- encourage other members of the SAB to develop their understanding of their safeguarding responsibilities

- make sure the school has appointed a designated safeguarding lead (DSL) and appropriate deputies
- make sure the school has appointed a designated teacher to promote the educational achievement of looked after children, and that this person has appropriate training
- meet regularly with the DSL to monitor that the school's policy and procedures are effective and all staff, governors and volunteers have had the appropriate level of training (as applicable)
- make sure the DSL has sufficient time, resources and training to carry out their role effectively
- ensure the curriculum covers safeguarding, including online safety
- monitor the single central record (SCR) alongside the DSL to ensure the school carries out the appropriate recruitment checks on staff, governors and volunteers.

Role of the Special Educational Needs (SEN) Link Governor

- understand the SAB's responsibilities under the special educational needs and disability (SEND) Code of Practice
- monitor all aspects of SEN and disability provision and report back to the SAB on these
- monitor the progress of pupils with SEN and report back to the SAB on these
- make sure the school ensures that the necessary special educational provision is made for any pupil with SEN
- make sure that all pupils with SEN join in with the everyday activities of the school together with the children without SEN
- ensure the SAB is up to date about issues related to SEN and disability
- make sure the school has a suitable and up-to-date SEN information report and policy and that this is published on the website
- ensure the school has appointed a SENCO and they have received appropriate training
- meet regularly with the SENCO to discuss the school's SEN provision, budget and resources
- ensure that the school is meeting the needs of pupils with SEN and disabilities
- ensure the school is making reasonable adjustments in line with the Equality Act 2010
- making sure SEN is considered in any budget discussions

Role of the careers/employer engagement Link Governor

- supporting the members of staff at the school who have responsibility for careers guidance by arranging regular meetings

- reporting back to the SAB on how the school's careers guidance is contributing to the school's strategic priorities
- reporting back to the school advisory board on how the school's careers guidance is contributing to pupil's learning
- facilitating the appointment of people from the business community as school advisor
- facilitating partnerships with local businesses.

Role of the curriculum Link Governor

ensures the school advisory board is well informed about issues to do with the curriculum as a whole. This is achieved by:

- taking a particular interest in subjects that have been identified by the SAB or requiring attention and RSE;
- meeting regularly with the relevant curriculum leaders responsible in order to become informed about current policies and practices in the school and know how the subject fits into the school development plan;
- liaising with the relevant curriculum leaders to obtain information on:
 - staff training;
 - condition and availability of resources;
 - curriculum and timetable arrangements;
 - planning, assessment and recording procedures;
 - standards of achievement.
 - quality of teaching
- reviewing with the principal about issues relating to the relevant subjects;
- reporting back regularly to the school advisory board,
- visiting the school to observe practice in order to understand how the subject is taught and any particular difficulties (Note: governors who visit the school should be aware of the governors' Visits Protocol)
- talking to pupils about the relevant curriculum areas;
- supporting the development of parental involvement in the school;

Role of the parent Governor

As an effective parent governor you:

- help to decide the priorities for improving the school
- make yourself available to parents and listen to other parents' opinions and take account of them as you contribute to governors' decisions

- work in partnership with the principal, senior leadership team and cooperatively with other governors to raise standards and improve outcomes for all children
- prepare for meetings by reading papers beforehand
- take responsibility for your own learning and development as a governor including attending training
- attend school advisory board meetings promptly, regularly, and for the full time
- read briefings and newsletters for governors; present a balanced view of issues representing different sections of the community
- promote the interests of the school in the wider community
- be loyal to the decisions made by the school advisory board
- respect the confidentiality of school advisory board affairs
- never promise to 'solve a problem' on your own
- never press your own child's case at the expense of others
- declare an interest and withdraw from any meeting where you, a partner or close relative or associate stands to gain, or where you are so close to a matter discussed it is difficult to be impartial
- have regard to the broader responsibilities as a governor of a public institution in regard to promoting accountability for the actions and performance of the school advisory board.

Role of the health and safety link governor:

- Make sure the health and safety policy is up-to-date, complies with legislation, meets best practice and reflects the school's circumstances
- Make sure that staff know where to find the school's risk assessments and that these are up to date and carried out for all the relevant areas
- Check the school's record of accidents and near misses to look for any patterns which could cause concern
- Make sure accidents are investigated and steps are taken to avoid them happening again
- Monitor how staff are managing health and safety by carrying out an audit of procedures once a year
- Make sure the school has an emergency plan
- Check that school staff receive relevant information from school management about health and safety and that there's a process to inform them of changes
- Make sure that names and work locations of first aiders and first aid boxes are displayed through the school
- Make sure all appropriate health and safety checks are carried out (for example, fire alarm tests)
- Attend any relevant training for health and safety link governors

- Report back to the governing board about health and safety issues and developments

The link governor will **not** conduct any health and safety checks themselves.

This page is intentionally left blank



UNIVERSITY ACADEMY OF ENGINEERING SOUTH BANK

Charging and Remissions Policy

The Academy recognises the valuable contribution that the wide range of additional activities - including trips – make to students. The Academy will make it clear when voluntary contributions for Academy activities are requested and when there is a clear necessity to charge for activities. Where contributions are voluntary, activities may be cancelled if insufficient contributions are collected.

The following charges will be applied in 2017/18.

Ingredients and materials for all Design Technology material areas	Academy cost
Academy trips and residential trips in Academy time	Charge to parent or carer
Activities outside Academy hours, where these incur a charge	Charge to parent or carer
Exam fees	Academy cost
Exam fees where a student has not attended regularly or does not complete coursework	Charge to parent or carer (not legal) Academy cost
Recovery of fees for prescribed public exam wasted without good reason (e.g. non attendance at exam)	Charge to parent or carer (not legal) Academy cost
Exam entry when there is a request from the parent or carer for the student to be entered and the Academy does not believe the entry is appropriate/necessary	Charge to parent or carer if activity is outside of the academy curriculum If part of the academy curriculum then it is an academy cost
Trips in Academy time which are a compulsory part of a publically examined subject	Contributions sought from parent or carer. Trip may not be viable if budget is not met. Academy cost

Prepared: June 2014
 Ratified date: June 2014
 Reviewed Dec 2018, Feb 2020

Materials and Textbooks	Academy cost
Acts of vandalism	The Governing Body reserve the right to recover part of, or the whole cost, of damage to buildings or equipment from the parent or carer
All PE activities during Academy time	Academy cost
Individual instrumental music tuition	Academy cost
Vocal/ Peripatetic tuition	Academy cost
Entry fees for music examinations	Academy cost
Entry fees for music examinations where the students does not attend either lessons or the exam or does not practise and prepare thoroughly once entered	Charge to parent or carer

Remissions

Where the parent or carer of a student is in receipt of qualifying state benefits, the Governing Body may consider a subsidy on the cost of board and lodging for any residential activity that is organised for the student, which takes place within Academy time and which is core to the delivery of the full National Curriculum or course being studied by that student at that time. The Governing Body may remit charges in full or in part to other parents after considering other specific hardship cases. The Governing Body invites parents or carers to apply, in the strictest confidence, for the remission of charges in part or in full. The Principal will authorise remission in consultation with the Chair of the Governing Body.

The Governing Body is under no legal duty to agree remissions and will consider each case individually. Remissions made are a goodwill payment on behalf of the Academy and do not constitute a regular practice or entitlement on behalf of other families at any point in the future.



Create your future

Such decisions will be made based upon the financial position of the Academy budget and its ability to cover such costs. Where the Academy cannot finance such requests, activities may need to be cancelled if their costs cannot reasonably be covered.

Insurance

Any additional insurance costs will be included in charges made for trips and activities.

Voluntary contributions

Nothing in this policy statement precludes the Governing Body from inviting parents or carers to make voluntary contributions. The Academy will make it clear when such contributions are voluntary and that children of parents or carers who do not contribute will not be discriminated against. In the event that insufficient contributions are received, the trip or activity may be cancelled.

Catering

The Academy has an external catering contract and will facilitate an online system to enable parents or carers to pay money into an account via their individual username and password. The system will be secure. The payments are received into the school bank account and recorded against the student account. Meals are then purchased via a card system and the meal cost deducted from the students account.

Students who receive free school meals have their accounts administered by the ~~Finance Office~~. a designated person in the reception team and they will advise parents and carers as soon as this system is operation with full details of how to use. The Vice Principal will have designated authority from the school principal to block students accounts once they are a week in arrears and every effort has been made to ensure that parents can pay off what they owe. The Schools Finance Office will have oversight of these processes and The Trust Business Manager will have overall responsibility for accounting for monies. ~~If there is a need for an interim system at the start of the Academy's first year, families will be advised in good time.~~

Monitoring, evaluation and review

The Governing Body will review this policy each year in the first years to assess its implications and effectiveness. The policy will be promoted and implemented throughout the Academy.

Draft policy for students who cannot attend school because of their health needs.

Education for Children who cannot attend school because of their health needs. Every Local Authority has a duty set out in Section 19 of the Education Act 1996 and in the statutory guidance 'Ensuring a good education for children who cannot attend school because of health needs' (DfE, 2013). <https://www.education.gov/g00219676/special-health-needs-education>

The Equality Act 2010 (<http://www.legislation.gov.uk/ukpga/2010/15/contents>) is also an important part of the legal framework around children and young people with significant medical needs. Local Authorities must: Arrange suitable full-time education (or part-time when appropriate for the child's needs) for children of compulsory school age who, because of illness, would not receive suitable education without such provision.

This duty applies to all children and young people who would normally attend mainstream schools, including Academies, Free Schools, independent schools and special schools, or where a child is not on the roll of a school. It applies equally whether a child cannot attend school at all or can only attend intermittently. The law does not define full-time education but children with health needs should have provision which is equivalent to the education they would receive in school. If they receive one-to-one tuition the hours of face-to-face provision could be fewer as the provision is more concentrated.

Where full-time education would not be in the best interests of a particular child because of reasons relating to their physical or mental health, LA's should provide part-time education on a basis they consider to be in the child's best interests. Full and part-time education should still aim to achieve good academic attainment particularly in English, Maths and Science. The LA must not withhold or reduce the provision, or type of provision, for a child because of how much it will cost. The school will work with the LA to secure appropriate provision in such cases, in dialogue with parents and carers.

There will be a wide range of circumstances where a child has a health need but will receive suitable education that meets their needs without the intervention of the LA – for example where the child can still attend school with some support or where the school has made arrangements to deliver suitable education outside of school for the child. (See 'Supporting pupils at school with medical conditions', Statutory Guidance, (DfE; 2014)).

The local authority must provide a good quality of education. They will also ensure that schools are aware of their key role in supporting their pupils with additional health needs, so the child can be reintegrated back to school when appropriate. Schools will be encouraged to maintain their links with parents/carers who also have a vital role to play e.g. keeping in touch through school newsletters, e mails, invites to school events etc.

Public examinations Arrangements are made for children to sit public examinations, at an appropriate level, if the LA feels this is in the child's best interest. Appropriate access arrangements will be organised in agreement with the host school. The education of children with life limiting and terminal illness The LA will continue to provide education for as long as the pupil's parents and the medical staff wish it. If the pupil and parents wish to withdraw from education their wishes will be respected if the decision is supported by medical advice. Working together – with parents/carers, children, health services and schools

Any educational provision for a child with additional health needs will be discussed with parents/carers first. Parents/carers have a key role to play in their child's education and can provide helpful information to ensure that the teaching approach is successful. In the case of a looked after child, local authority representatives and primary carers would fulfil this role. Children will also be involved in decisions, their engagement dependent on their age and maturity. This supports the LA service and the school in providing the right educational provision with which the child is able to engage.

Date of production: 24/01/2020

Date of next review: 30/08/2020