

**Decision of South Bank Academies Remuneration Committee
by email on Friday, 8 December 2017**

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
1.	Approval of bonuses	(Pages 3 - 16)	Rao Bhamidimarri

Members: Douglas Denham St Pinnock (Chair), Richard Parrish, David Phoenix and Lesley Morrison

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	CONFIDENTIAL
Paper title:	Salary Review – UTC Principal
Board/Committee:	South Bank Academies Remuneration Committee
Date of meeting:	8 December 2017 (by email)
Author:	Rao Bhamidimarri, CEO, SBA MAT
Purpose:	For approval
Recommendation:	The committee is requested to approve the bonus for the UTC Principal.

Executive Summary

The duties of the Remuneration Committee are to:

- note the objectives and performance of the CEO, Business Manager /CFO and Principal's (together the Key Management Personnel);
- set the pay and approve bonuses of the Key Management Personnel.

It is recommended that the UTC Principal is awarded:

- the 1% cost of living increase in line with the rest of the sector, back dated to 1st September 2017;
- a one off non-pensionable payment of £4,365 (4.5% of salary), in recognition of his work for helping the Trust to open a new school and to relocate it into the new building without adverse impact on business continuity.

The committee is requested to approve these recommendations.

Appendix 1:

- Recommendation on salary review for the UTC Principal;

Appendix 2:

- Evaluation form reviewing the UTC Principal's objectives 2016/17.

Appendix 1: Recommendation on salary review for the UTC Principal

**by Rao Bhamidmarri, CEO, South Bank Academies MAT
21 November 2017**

Salary review of the Principal is linked to the delivery of the objectives agreed through annual appraisal process. This process is assisted by a qualified School Improvement Adviser. The appraisal meeting with the Principal was held on 12th September, however, the student progression analysis was not completed by that date, therefore no recommendation on the Principal's remuneration could be made at that time. Subsequently student progression data and analysis was submitted by the Principal.

With support from the School Improvement Adviser, Principal's performance was assessed.

For the Principals and Headteachers of fully established schools with an average pupil number of 1000, the reported salary range in London is £90,000 to £110,000. All senior staff in schools in England have been awarded 1% cost of living adjustment from September 2017. All schools in this region have awarded this increase to their staff including Headteachers and Principals.

UTC is currently a small school with 185 students. Dan Cundy's 2016/17 salary is £97,000. Dan met two of the three performance objectives and the third objective was partially met. Student recruitment target was 200 new pupils, but only 105 new students were recruited, leading to extremely tight budget for 2017/18 school year. Dan worked hard to get the UTC started and to establish teaching and learning, staff training and development and other compliance processes and procedures. Dan and his staff also had to work in a difficult environment last school year in a temporary accommodation.

Dan's current remuneration package is high for a small school in comparison to other schools with much larger pupil numbers in London area. Student recruitment fell short by almost 50%. The recommendation therefore is not to award Dan the performance linked increment.

However, Dan worked under difficult environment to help the Trust open the UTC successfully last year and the school remains financially viable this school year. Dan did not receive a performance linked increment last year, although the cost of living increase was awarded.

My recommendation is that Dan is awarded the 1% cost of living increase in line with the rest of the sector, back dated to 1st September 2017 and a one off non-

pensionable payment of £4365 (4.5% of the salary) in recognition of his work for helping the Trust to open a new school and to relocate it into the new building without adverse impact on business continuity.

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**Evaluation Form for Review of
2016-17 Objectives**

**Headteacher Appraisal
Statement of Objectives for 2017-18**

This is a record of the statement of objectives agreed by the appointed governors.

Name of school	Southbank UTC
Name of Headteacher	Dan Cundy
Trust CEO and Chair of Local Governing Body	Rao Bhamidimarri
External Adviser	Rachael Norman
Date of review meeting Date Evaluation Form completed	12 th September 2017

Headteacher Self Evaluation and Governor's review 2016-17

Name of Headteacher: Dan Cundy	
Objective 1. Headteacher Excellence Standard and Related Objective: Pupils and Staff	
Objectives:	
Exercise strategic and curriculum-led financial planning Student recruitment strategies are successful, applications to the UTC are high into year 10 and Year 12 conversion rates are high	
Success criteria:	Headteacher self evaluation
At least 1% Surplus in UTC budget allocated by the Trust for 2016-17	There is at least 1% surplus in the budget but this has been assisted by EFA transitional funding. A budget surplus is forecast for 2017/18. Good procurement systems have ensured that the budget has been deployed effectively. This needs to be sustainable so student numbers need to increase. In 4 years' time the UTC will need to be bigger and operate differently and other ways to generate revenue will need to be sought e.g. developing apprenticeship programmes and delivering them on behalf of enterprise partners.
Budgets and resources are deployed equitably in the best interests of pupils' achievements and the UTC's sustainability	
Enrolment of 80 in year 10 and 120 in year 12 for September 2017 start	The staff structure has been well managed despite having fewer students on roll than anticipated. Pathways have been under constant review and a L2 pathway has been introduced. In year 10 there are 55 students in 2 classes and all KS5 pathways are running. Staffing costs will increase as more leadership capacity is needed,

	<p>current staff body is relatively low cost and efficient.</p> <p>Targets for enrolment have not been met. There were 55 in year 10 and 60 in year 12 but the number of applications far exceeded the number that enrolled. The DfE will scrutinise numbers at the UTC in 2018/19 if there is no increase. A separate marketing and recruitment action plan is in place and will be strengthened for 2017/18, successful strategies including mail shots will continue and the timing of open days will be reviewed. The trust might need to do more at a strategic level on this in the forthcoming year.</p>
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Governor’s evaluation of progress

*This target has been **partially met** as there is likely to be at least a 1% budget surplus but the student enrolment numbers for 17/18 school year are well below the targets. The number of applications reflects the success of marketing strategies for Year12 but the poor conversion into Year 12 suggest that student recruitment activities require significant improvement. Marketing and recruitment for Year 10 students requires improvement.*

2. Headteacher Excellence Standard: Systems and Processes (Managing the organisation)

Objectives:

Continue to create an outward-facing UTC which works with other schools, universities, employers and other organisations

Success criteria:	Headteacher self evaluation
<p>100% of students participating in at least 3 employer and/or university links in 2016/17</p> <p>A climate of mutual challenge is established - to champion best practice and secure excellent achievements for all pupils.</p> <p>At least 1 joint activity per year with UAE South Bank</p> <p>Attendance at Lambeth Secondary HT meetings</p> <p>At least 3 activities with the University Sponsor</p> <p>Open morning for all Lambeth HTs</p> <p>Employer engagement is strong – prestigious employers are engaged</p>	<p>All students participated in at least 3 employer engagement activities and had access to the LSBU.</p> <p>There is a growing culture of developing teaching and learning. Every Friday there is a teaching and learning briefing to share best practice and ensure consistency across the UTC. Quality assurance and monitoring systems reflect this as do student outcomes. Excluding a supply teacher, 100% of teachers are capable of delivering lessons that are consistently good or outstanding.</p> <p>Marking and feedback is an ongoing area for development. There is a need to balance teacher workload with marking that has maximum impact on student progress. A flexible policy is being developed so that each subject can adopt a subject specific approach. The UTC is trialling a model of 4 quarter marking (¼ deep marking, ¼ acknowledgement marking, ¼ self-assessment, ¼ peer marking). This model needs to be externally validated.</p> <p>There have been limited joint activities with the UAE Southbank but there are opportunities for joint CPD in future including sharing good practice across subjects and moderation sessions. Both institutions have different external partners but as both are STEM schools there may be opportunities for sharing equipment and other possible economies of scale.</p>

Links with the university have been positive, but further development is expected as the University is initiating a structured approach to links with schools within the MAT.

Dan has been working hard to build networks and has attended all Lambeth Secondary Headteacher meetings and Working Together events. He has developed links with local primary schools including Sudbourne Primary School and Corpus Christi Primary School.

All sponsors have engaged with the UTC and have been involved in a range of projects with at least 2 cohorts of students. Links with Skanska and King's are particularly strong and the portfolio now needs to grow. The Navy and Fujitsu are interested in engaging and want to provide mentoring and bespoke projects. Thames Tideway and Spiral are working to develop a hydraulic watercraft that also forms a piece of art. Phase 2 of the Battersea development might offer further opportunities for engagement with Carillion and Mace. There is a need to ensure that projects are linked to the curriculum and help with the development of progression pathways.

***Student performance data – Year 10**

Professional Prediction data is as follows for Summer 2, referenced against updated targets in recognition of the changed cohort.

Additional measures have been added for Basics (the proportion of students predicted to pass (grade 5+) both English and maths) as well as the proportion of students predicted to achieve a standard pass (grade 4) in addition to a strong pass (grade 5). Key headlines are:

- Attainment 8 remains ahead of target by 1.63 points over 10 qualifications.
- All subjects other than engineering are close to target in terms of average grades, albeit with maths and computer science below. Engineering is very strong.
- There is greater variation in performance between subjects when looking at grade 4+ and grade 5+. Both maths and science are over 10% below target at level 5+. Engineering is very strong on this indicator too and is confident of strong results in Smart Product Design and BTEC Business.
- Basics indicator is 69% against a target of 88%. This reflects a poor crossover of students marginally below in either subject, with targeted intervention planned to address.

Student performance data – Year 12

In headline terms, based on Summer 2 data, all students remain on track to achieve Pass grades in BTEC courses and at least E grades in A level courses. Areas of improvement since Summer 1 include

- Maths A level predictions are higher for A*-C and A*-A

	<ul style="list-style-type: none"> Predictions in the technical BTEC engineering course are higher at Merit+ and Distinction+ <p>Meanwhile, Chemistry A*-C predictions have declined although based on a small group size. Confidence in students on the academic route achieving Merit and Distinction grades has weakened slightly despite remaining close to target.</p> <p>It is important these assessments along with learning and teaching form part of external review and comment by partner schools.</p>
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Governor’s evaluation of progress

*Governors feel this target has been **partially met**. A climate of mutual challenge has been established to champion best practice but governors would like to scrutinise Summer 2 data to assess whether this has had sufficient impact on student outcomes before making a final decision about whether this target has been met in its entirety*. All other elements of this objective have been met.*

Summer 2 data has since been presented to governors and has been added here. This data would suggest that there has been impact on outcomes and that there is probably sufficient evidence to suggest that this target has been **met*

3. Headteacher Excellence Standard: qualities and knowledge / the self-improving school system

Objective

Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils’ outcomes.

Success criteria:

External validation of standards through DfE monitoring visits give positive, qualitative feedback with many areas of strength identified.

Key stage 4 performance indicators

Progress 8 at least 0
 Attainment 8 at least in line with 2016 N/A 48.2
 Basics (E+M) at least in line with 2016 N/A 59%
 Progress of more able pupils P8 1.0
 Progress of disadvantaged, SEND, WBRI Is in line with the progress of other pupils

Headteacher self evaluation

External review of standards has taken place and reports from the DfE have provided fair, constructive and generally positive feedback.

Performance indicators show that year 10 students going into year 11 are ahead of the trajectory of progress they would need to make in order to meet their academic targets. The variability in progress and attainment of groups including PP and BCRB has been reduced.

Key stage 5 A-Level outcomes will probably not reach national averages. Outcomes for those students studying technical qualifications are likely to be stronger (above national), particularly now that the UTC have reverted to the old BTEC framework.

It is too early to predict Destinations data.

Attendance was below national at 94.5% at the end of the 2016/17 academic year and was below expectations but due to small cohort size this data was negatively skewed due to one or two students

nationally from similar starting points
All pupils make good progress (70% 3 LoP, 30% 4LoP) from KS2 to KS4.

Key stage 5 performance indicators

APS per entry A-Level At least in line with 2016 N/A 31.5%
% achieving AAB or better at A-Level At least in line with 2016 N/A 16.7%

APS per entry academic At least in line with 2016 N/A 31.8%

APS per entry technical qualifications At least in line with 2016 N/A 30.8%

APS per entry general qualifications at least in line with 2016 N/A 34.7%

Destinations data shows 0% NEETS

100% of teaching is at least good

Attendance is at least 96%

with legitimate long term absences as a result of, for example, bereavement. This figure also needs to be seen in the context of the UTC national attendance figures which will be sought for comparison if such a figure exists.

Governor's evaluation of progress

Again at this stage, governors would like to analyse summer 2 data before making a decision about whether there is evidence that the performance indicators for this objective have been met. This will be reviewed following the analysis of that data.

Summer 2 data has since been presented to governors and has been added here (see target 1). This data would suggest that there has been impact on outcomes and that there is sufficient evidence to suggest that this target has been **met.*

Headteacher Appraisal Objectives 2017-18

Objective 1: Pupils and staff	Success Criteria	Date/ Milestones	Governor Monitoring March 2017: Progress / evidence	Governors evaluation of progress Autumn 2018
Year 11 and Year 13 outcomes are at least in line with national averages.	<p>Key stage 4 performance indicators Progress 8 greater than 0 Attainment 8 at least in line with 2017 Above National Average Basics (E+M) at least in line with 2017 Above National Average Progress of more able pupils P8 1.0 Progress of disadvantaged, SEND, WBRI Is in line with the progress of other pupils All pupils make good progress (70% 3 LoP, 30% 4LoP) from KS2 to KS4.</p> <p>Key stage 5 performance indicators APS per entry A-Level At least in line with 2017 N/A % achieving AAB or better at A-Level At least in line with 2017 N/A APS per entry academic At least in line with 2017 N/A APS per entry technical qualifications At least in line with 2076 N/A APS per entry general qualifications at least in line with 2017 N/A</p> <p>Destinations data shows 0% NEETS</p>	August 2018	Learning and Teaching Committee Full GB meetings – analysis of in-year progress data to look at current progress to targets and ensure all pupils are on track to achieve Scrutiny of intervention plans to close gaps Attendance data Scrutiny of monitoring and evaluation information (work sampling, lesson observations, data, pupil voice)	

	100% of teaching is at least good Attendance is at least 96%			
Objective 2: Systems and processes	Success Criteria	Date/ Milestones	Governor Monitoring March 2017: Progress / evidence	Governors evaluation of progress Autumn 2018
The UTC is Ofsted ready and self-evaluation judges the UTC to be at least good in all areas ready for inspection in 2018/19	Quality of teaching, learning and assessment is at least good Behaviour, personal development and welfare is at least good Leadership and management is at least good Outcomes are at least good There is consistency of standards across the UTC External validation of standards through DfE monitoring visits give positive, qualitative feedback with many areas of strength identified.	July 2018	UTC self-evaluation GB meetings and minutes Employer engagement figures Feedback from joint trust events Student feedback Employer feedback Parent feedback Outcomes/progress data External validation of UTC, internal judgements from the DfE, SIA	
Objective 3: Qualities & knowledge / the self-improving school system	Success Criteria	Date/ Milestones	Governor Monitoring March 2017: Progress / evidence	Governors evaluation of progress Autumn 2018

<p>Student recruitment strategies are successful, applications to the UTC are high into year 10 and Year 12 conversion rates are high. Student enrolment targets: Year 10: 80 Year 12: 120</p> <p>Recruitment and retention of high quality staff</p>	<p>Enrolment of 80 in year 10 and 120 in year 12 for September 2017 start</p> <p>20% turnover (to be looked at on a case by case basis)</p> <p>Staff well-being surveys reflect high levels of satisfaction and morale</p>	<p>August 2018</p>	<p>Scrutiny of enrolment data</p> <p>Recruitment strategy/plans regularly monitored and reviewed at GB meetings</p> <p>Data on staff absence is scrutinised by governors</p> <p>Staff well-being surveys</p> <p>Exit interviews conducted by governors</p>	
<p>Objective 4: Organisational Leadership and Management</p>	<p>Success Criteria</p>	<p>Date/ Milestones</p>	<p>Governor Monitoring March 2017: Progress / evidence</p>	<p>Governors evaluation of progress Autumn 2018</p>
<p>Income in line with the target student numbers 100 % Appraisals of all staff including the support staff in place in line with the policy. UTC finances managed in line with the approved budget. Data and documentation to Governing Board as required</p>	<p>GAG income in proportion to the target student numbers into Year 10 and Year 12. Other income consistent with the categories of students who are entitled to additional support. Year-end outturn positive. All papers, reports and data with analysis submitted to Governors in time for Governors' meetings.</p>	<p>August 2018</p>	<p>CEO/CFO monitoring of student numbers and income</p> <p>Monthly management accounts</p> <p>Local Governing Body and their sub-committee meetings</p>	

Training and Development needs

- Mentoring from David Boyle to continue
- External courses to be sought as appropriate
- A professional coach to be funded by the trust

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