Meeting of the South Bank Engineering UTC Local Governing Body

4.00 - 6.00 pm on Wednesday, 6 December 2017
in South Bank Engineering UTC, 56 Brixton Hill SW2 1QS

Agenda

No.	Item	Pages	Presenter
1.	Welcome and apologies		RB
2.	Declarations of interest		RB
3.	Minutes of previous meeting	3 - 6	RB
4.	Matters arising		RB
	Items to discuss		
5.	Principal's Report • School KPIs • Student related data	7 - 24	DC
6.	Self Evaluation Form	25 - 26	DC
7.	Improvement Plan	27 - 46	DC
8.	DfE Visit Report	47 - 54	DC
9.	Review parent, staff & pupil survey results	55 - 82	DC
10.	Parent Governor	Verbal Report	RB
	Items to note		
11.	Reports on decisions from subcommittees	83 - 84	AE
12.	Update from MAT	Verbal Report	RB
13.	Governors visits	85 - 88	AE
14.	Local school risk register	Verbal Report	RB
15.	UTC Internet safety report	89 - 90	DC
16.	Finance management report	91 - 94	CV
17.	Register of business interests	95 - 100	AE

**Date of next meeting
4.00 pm on Wednesday, 7 March 2018**

Members: Rao Bhamidimarri (Chair), Ed Arthur, Ian Brixey, Dan Cundy, Natalie Ferer, Sarah Gordon, Richard Parrish, Tony Roberts, Ruth Smith and Joanne Young

Apologies: Joanne Shand

In attendance: Claire Viner, Beau Fadahunsi (Prospective governor) and Alexander Enibe

Minutes of the meeting of the South Bank Engineering UTC Local Governing Body
held at 5.00 pm on Wednesday, 20 September 2017
South Bank Engineering UTC, 56 Brixton Hill SW2 1QS

Present
Ed Arthur
Rao Bhamidimarri (Chair)
Ian Brixey
Dan Cundy
Natalie Ferer
Richard Parrish
Suzanne Williams
Joanne Young

Apologies
Sarah Gordon
Tony Roberts
Joanne Shand
Ruth Smith

In attendance
Pervena Singh
Claire Viner

1. **Welcome and apologies**

   The Chair welcomed Suzanne Williams and Claire Viner, Business Manager to their first meeting. The above apologies were noted.

2. **Declarations of interest**

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

3. **Minutes of previous meeting**

   The LGB approved the minutes of the meeting of 5 July 2017.

4. **Matters arising**

   Richard Parrish joined the meeting

   15 March 2017

   Agenda 5, the governors requested the breakdown of the £200k grant to be discussed at the LGB meeting in November 2017.

30 November 2016

Agenda 4, Matters arising; the governors noted that the list of policies for authorisation by South Bank Academies Board and LGBs has been drafted and is currently undergoing a final review before being brought back to the LGB meeting in November 2017.

5. **UAE development plan and self-evaluation form**

The LGB were provided with a verbal update on the school's development plan and self-evaluation form. The Principal confirmed that the school's development plan/3 year strategy plan is under review to align it with South Bank Academies' strategic plan.

The LGB noted that the self-evaluation form now includes a red and, green (RAG) ratings system to allow for visual tracking of progress. The governors were informed that by the end of September 2017 management will be better placed to report on the new student data.

6. **Student recruitment update**

Rao Bhamidimarri left the meeting and Ian Brixey took over as Chair

The LGB discussed the student recruitment update report. The LGB noted the current numbers in each cohort and the total application numbers for Year 10 and Year 12.

The LGB noted that Year 10 recruitment was lower than expected and continues to be a local and national problem for UTCs.

The LGB discussed the numbers of enrolled students in Year 12, which were significantly lower in relation to the number of applications received. It was noted that there was an expectation that a small percentage of students would not be enrolled from the numbers that applied, due to not achieving entry grades, or opting for more established 6th forms. The total conversion rate from applications to enrolled students in Year 12 was 30%.

The LGB noted that the school is currently conducting an internal review on the reasons for the low conversion rate and to gather data on which other schools applicants selected.

The LGB discussed the future plans of the UTC, and how to market engineering and construction.

7. **Staff recruitment and staff training**

The LGB discussed the staff recruitment and staff training report. The LGB were pleased to note that no teaching staff departed at the end of the academic year, 2016/17.

The LGB discussed staff recruitment at the school and the various challenges faced throughout the recruitment process, including a local and national shortage of qualified teachers. The LGB discussed the effect on staff retention and pay due to the shortage.

The LGB discussed the cohort of teaching staff who are newly qualified or not yet qualified, and the Principal confirmed that he provides mentoring for each newly qualified teacher, focusing on their individual development.

The LGB noted that a sponsorship licence has been acquired for the UTC, which was obtained for the recruitment of a Singaporean Physics teacher. The school is currently waiting for the individual to confirm approval of his working visa.

8. **Permanent Building Move**

The LGB discussed the report on the move to the permanent building. It was reported that the permanent building was originally due for completion on 18 September with an addition of a possible 2 weeks delay. The LGB was pleased to note that the building was handed over on 8 September 2017 and the building was operational for 11 September 2017 for students to start school.

The LGB thanked the Principal and the builders (Bowmer and Kirkland) for their hard work.

The LGB were informed that a flood had occurred at the school on the previous night and subsequently the school was closed as a result. It was reported that a science lab on the fourth floor flooded late in the night which leaked into the floor boards and ceiling panels. Recovery action was underway quickly and the insurance company and building contractors all provided rapid assistance. The Principal confirmed that the school is secure and will be opened to students tomorrow. Teachers have prepared lesson plans which do not require electronic equipment in the event that the main server is out of action.

The LGB noted that continuance checks will be carried out on all equipment in the following weeks.

9. **Governing body membership**

Rao Bhamidimarri joined the meeting

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

The LGB noted that letters requesting nomination of Parent Governors have been sent to parents or guardians of students. Further detail on the process

will be provided to the LGB, should more than 2 parents be nominated an election will be held to appoint the candidates.

10. **Any other business**

The LGB noted that some of its governors will be attending the Baker Dearing Trust UTC Governors Seminar at Bloomsbury Hotel tomorrow evening.

Governors requested visibility of feedback from the South Bank Academies Board on its performance.

Date of next meeting
5.00 pm, on Wednesday, 6 December 2017

Confirmed as a true record

.... (Chair)

South Bank Engineering UTC

Principal's report to governors.

Dan Cundy. 27th November 2017

Executive Summary

The structure of the report mirrors the Ofsted inspection framework with the following main sections.

Headlines:

- Quality of teaching, learning and assessment. Overall good and improving but fragile due to the makeup of the staffing body with lack of experience and high teaching loads. Good practice shared increasingly well. Increasing confidence in reliability of assessment data through developing professional networks although these need further development this year. Employer partnerships and focus on employability a real strength.
- Personal development, behaviour and welfare. Conduct is good overall, with systems working well. A more challenging cohort this year with larger group sizes is requiring further input and staffing capacity is holding back impact here. Attendance improving but is not yet good for 6th form. Lateness remains a concern amongst some students. Pastoral care, guidance and support working well.
- Outcomes for children and learners. Overall good. Strong performance in many subject areas and amongst key groups noting effect of small cohort size. Changed target-setting for Year 10 based on CATs data – lower overall. Individual intervention in place to address underperformance. Particular focus on Year 11 and 13 outcomes.
- Effectiveness of leadership and management. Overall good. Some safeguarding items still to be finalised as a priority including file transfer. Curriculum appropriate and working well despite some BTEC framework challenges. High expectations throughout and positive culture linked to vision clearly articulated. Governance robust: challenge and support evident. Equality, values demonstrated and articulated effectively.

Quality of teaching, learning and assessment

Staffing

With double the number of students this academic year there is an increase in the number of new staff. Of the new teaching staff in September, the following are newly qualified (NQTs): Manal Jawad, maths, and Elizabeth Adeboye, computer science. The following are fully qualified and experienced: Matthew Rush, PE, Abigail Savoy, chemistry and SENDCO. The following are unqualified: Josephine Amana, engineering; Luca Pasini, engineering; Rose Ardell, physics.

There is urgent need to increase capacity at leadership team level, with the current team of two very stretched operationally. There is urgent need to increase capacity in engineering – many of the team are over their allocated teaching load, meaning there is reduced capacity to develop and support staff and drive progress. There is also urgent need to increase SEND capacity to support progress with a wider ability spread in Year 10: funding for EHCPs will assist in this respect.

Lesson observation data

Lesson observations are conducted half termly throughout the year with all teaching staff. These range in type: developmental observations are pre-agreed within a two week window; snapshots are conducted at short notice

and risk lessons give opportunities to innovate. In addition, learning walks both formal and informal are conducted on a weekly basis.

A series of formal lesson observations were undertaken in the week commencing 16th October by the SLT. Teachers were asked to select lessons that they would like to be observed as part of the developmental cycle of observations. All staff were provided with verbal and written feedback on observations and copies kept as a central record for SLT. Internal grading to lessons was applied, but this is not shared with teaching staff: for teachers, the type and quality of feedback is far more important than the grade. Internal grading is retained as part of a basket of measures to analyse the quality and capability of staff in relation to PMR targets. The nationally agreed Teaching Standards are the benchmark against which colleagues are observed. The data for Oct 2017 is provided below.

Outstanding Lessons	5	33%
Good	8	54%
Requires Improvement	2	13%
Inadequate	0	0%

In each observation cycle, analysis of identified strengths and areas for development is conducted based on collated data. The main strengths in this cycle included teaching strategies and planning of activities for those judged good and above. Teachers in the RI category have been re-observed and provided with support through line managers in the case of a new teacher in engineering. Lesson observation data is standardised through detailed discussion by SLT and through reference to Teaching Standards criteria and the Ofsted framework.

Areas for improvement include a consistent approach to literacy, numeracy and employability. Staff have been provided with guidance on how this can be incorporated into a series of lessons through training and resources. Abi Savoy as the UTC's SENDCO has identified the students that need support in lessons and provided SEND training through the CPD programme.

Comparing the data to this time last year we have the following:

	Oct 2016		Oct 2017	
Outstanding Lessons	3	27%	5	33%
Good	5	46%	8	54%
Requires Improvement	3	27%	2	13%
Inadequate	0		0	
Total Staff	11		15	

The intention will be to continue to provide high quality management and development of staff to enable them to continue to improve their practice, with the intention of driving progress further and more consistently across groups.

Snapshot observations are being conducted in the week beginning 4th December, and will add to the rolling average quality of teaching judgements. Best practice will be shared and staff requiring improvement will be given support and intervention through a targeted process.

Sharing of best practice is in progress through weekly T&L briefings, delivered by staff on a carousel. Beginning Teachers are being supported through a bespoke weekly group development meeting, with best practice and evidence-based research being conducted in order to develop staff capability. A particular focus is on techniques outlined in Teach Like a Champion (Doug Lemov).

Learning Walk Feedback

Weekly learning walks have been conducted by SLT since the start of October which are built around a standard set of protocols, the results recorded and details analysed. The findings are then discussed at SLT meetings to standardise the data.

		Behaviour and Safety	Achievement of students	Quality of Teaching
1 Outstanding				
2 Good				
3 Requires improvement				
4 Inadequate				
Rolling Average		1.5	2.1	2.1
Date	**Observer**			
02/10/2017	KBA	2	2.5	2.5
13/10/2017	DCU	1	2	2
13/10/2017	KBA	1	2	2
13/10/2017	DBE	2	2	2
17/10/2017	DCU	1.5	2.5	2
31/10/2017	KBA	1	2	2
07/11/2017	KBA	2	2	2

Areas that require improvement have been identified as the level of practical work occurring, the extent of group work, differentiation and the teaching of employability. Learning walk data is standardised through discussion of results at SLT meetings.

Quality of Feedback to Learners

There has been a focus on this area since the start of the academic year. CPD occurred during induction and in the training programme to highlight the on going importance of this. Target grades and are clearly known and highlighted in student books. Written feedback is of a high standard and English, sciences and engineering. It needs consistency in maths and work is occurring to monitor and improve this situation. A departmental work/book scrutiny of KS4 occurred in the first half term. This will be followed by a whole school scrutiny this half term of KS4 and KS5.

Inputs from employer partners.

The depth of employer engagements is a major feature of UTCs. So far this academic year, the following engagements have taken place or are planned. The majority of these engagements offer support and development for our students either in their taught curriculum or as an extension to it. All are planned in order to give students exposure to employer and university partners, to develop their employability skills and to give them opportunities to further their futures through progression pathways.

Employer projects running this term.

- Bamboo Bicycle Club Year 12 Level 3
- LSBU InventEUrs project Year 10
- King's wheelchair project Year 10
- Fujitsu wearables project Year 11
- Skanska environment day all years

- Urban Plan project day Year 11 and 10
- Brixton Bridge project – B&K and J+W support, all years

Employer support

- Brixton BID involvement – meeting hosting
- Brixton Design Trail artwork donation
- Skanska graduate team support and plans
- LSBU presence at open event
- King's masterclasses

In development

- Skanska new project meetings
- GSTT new project meeting
- New King's project meeting
- Natural History Museum link
- Squire and Partners projects
- Further development of existing linkages with Thames Water, Cisco, Practical Action and others

Buildings, facilities and equipment

Since the previous update in September 2017, much progress has been made. However, an early and major issue for the UTC was a flood on 20th September. Almost certainly caused by a mechanical failure in the Gas Stop system in a fourth floor science laboratory, the escape of water had a widespread impact, causing cosmetic damage on all floors bar the ground floor. Management plans were established to minimise the impact of the escape of water in terms of safeguarding, teaching and learning and in financial terms. UTC leadership actions were appropriate and timely with the support of the fire service, trust and B&K. Water was removed as quickly as possible and dehumidifiers installed; the server and other high-risk equipment was moved; the timetable was reconfigured to avoid damaged rooms; remedial processes were put in place including electrical testing. All systems are now fully functional and most cosmetic damage has been repaired. Insurance claims are yet to be finalised.

Snagging is still ongoing, with a volume of work undertaken by B&K and subcontractors at half term to minimise disruption. We are still awaiting the delivery and installation of water fountains, and Trespa work surfaces are to be fitted to some rooms over the Christmas break. Buildings management systems are operational, again with some snagging ongoing, particularly with heating as the temperature outside has dropped. The fountain is problematic, with the pool too small for the unit. This is being addressed.

The UTC is yet to take delivery of changing room furniture, and furniture for three engineering rooms, as well as for LRC fittings and lockers. Discussions are ongoing. The UTC is still awaiting delivery and fitting of touchscreen panels for several classrooms, as well as hardware to operate the video wall and digital signage. Management plans are in place to limit the impact of rooms without display technology.

The UTC is yet to take delivery of some key engineering equipment. Much work has been done to ensure more active support from the trust in expediting the order and delivery of equipment to minimise disruption to the planned curriculum. Installation, commissioning and training of some equipment is yet to be complete.

The building is secure, with Secure By Design entrance operating correctly, and with no security issues identified so far, bar some early issues with the intruder alarm.

Disabled access is satisfactory, with the lift operational and systems in place to support students and staff with mobility issues. Accessible toilets and fire refuges are in place.

Connectivity is satisfactory but based on a BT Infinity line. The faster Virgin fibre line is yet to be installed.

Fire systems are effective, with fire apparatus installed and fire routes clearly published and practised through drills.

The UTC does not yet have a site supervisor in post; plans are underway to share one member of staff with Trinity Academy: this will enhance the UTC's ability to manage systems and maintenance, as well as to work with contractors.

Displays and branding are advancing well across the UTC; some additional funding is being sought from sponsors and partners to enhance branding and identity.

Special Educational Needs

The UTC now has a dedicated SENDCO, Abbie Savoy. We also now have more students with EHCPs, the highest level of SEND, with funding attached being claimed from the relevant local authorities with support from the Trust. Once funding is available, the UTC will be able to invest in the significant additional provision required to meet the needs of the SEND students, with needs ranging from Autistic Spectrum Disorder (ASD) through physical disabilities to speech and language needs. The diversity of need in Year 10 is far larger than last year and is compounded by far larger class sizes, meaning capacity for teaching staff to support is reduced. It is imperative that additional support in the form of specialist teaching assistants is brought to bear quickly.

A response to the needs of Year 10 is to split English groups into three ability sets: this is being explored with the requirement for additional SEND capacity to deliver teaching to a small intervention group.

Assessments have taken place to ensure students with additional needs receive the additional time in examinations which they may be entitled to. Staff training has taken place to ensure that staff are better able to meet the needs of SEND students in lessons through targeted differentiation and support.

Personal development, behaviour and welfare

Conduct and exclusions

The UTC is in a challenging place with regard to student recruitment numbers: into Year 10 it is likely to admit a proportion of students in need of a 'fresh start' or those who have had a negative experience in Key Stage 3. Into Year 12 the UTC is operating in a highly competitive environment, with strong brands and incumbent schools all bidding for a finite number of students, often with very similar course entry requirements. Thus students applying to the UTC are potentially those which incumbent schools are less likely to wish to remain, perhaps for conduct or attendance reasons. The UTC experience nationally bears out our early observations, with the very best defence to become oversubscribed with students opting to the UTC for the 'right' reasons.

The UTC has a clear mission to develop students' employability. In order to do so, the UTC operates differently from traditional schools, creating conditions for a lower level of top-down control but far higher levels of student self-management. Underpinning this is a commitment to be transparent with student data such that their conduct, attendance and punctuality are shared with potential employers and universities.

Expectations of student conduct are higher than those in other local schools: this is appropriate given the UTC's mission and values, and given the deep links with employers and project-based learning. In order to underpin these expectations, simple but strong and clear systems are deployed for praise and rewards. A system of healthy competition is promoted.

Rewards are issued weekly via a coaching time presentation, and half termly through assemblies. Prizes and experiences are issued, and parental communication promoted at particular threshold points, for example at 5, 10 and 15 positives. Displays and events are in place to recognise achievement. A system is in place to recognise and reward students who achieve a series of basic expectations consistently throughout each week.

A parallel system is in place to recognise and plan interventions when students receive 5, 10 and 15 negatives, with detentions, parental meetings and more in place under the leadership of coaching staff and the pastoral management team. To deal with rare occurrences of serious or persistent high-level behaviour, the UTC has both internal and external suspensions (exclusions) at its disposal. A high priority is to ensure that exclusions are avoided in favour of preventative support to help students succeed in the classroom. However the calm, positive and

purposeful learning environment we seek to maintain at the UTC may at times be achieved only through firm and decisive action with a small number of students.

So far this term, positives and negatives on the MIS are as follows:

Positives   3,046

Negatives 1,294

At a ratio of 2.3 positives to negatives, marginally short of the 3:1 aimed for. Around 25% of negatives are issued for lateness, which is an area of focus at the UTC.

Fixed term exclusions are reserved for serious incidents. Data from Autumn 1 2017 is presented below in relation to Autumn 1 2016. In summary, exclusions figures have increased both in absolute terms (from one to three) and although the cohort size is far larger, the proportion of students excluded has also risen from 2.8% to 3.4%. A caveat to this is that absolute numbers are low. In addition, no students in current Year 11 have faced exclusion to date, from one last year. The incoming Year 10 cohort is far larger, more diverse and more challenging in conduct terms than the previous cohort.

By way of comparison, national figures (2015/16) were 4.29% fixed term exclusions for all schools and 8.46% for secondary schools. To date this academic year overrepresented groups in exclusions figures are Black African and White British students, although this data is skewed by small overall numbers.

Year	Cohort size	2017-18	Number of Student Exclusions	Cohort size	2016-17	Number of Student Exclusions
10	55	5.5%	3	36	2.80%	1
11	33	0	0	0	0	0

Comparisons for Year 10's below

Gender %	Cohort size	2017-18		Cohort size	2016-17	
Female	16	6.3%		6	0	
Male	39	5.1%		30	3.3%	

LAC%	Cohort size	2017-18		Cohort size	2016-17	
N	55	5.5%		36	2.80%	
Y	0	0		0	0	

Pupil Prem %	Cohort size	2017-18		Cohort size	2016-17	
N	43	7.0%		17	0	
Y	12	0		19	5.3%	

Ethnicity %	Cohort size	2017-18		Cohort size	2016-17	
BAFR	8	12.5%		6	0	
BOFB	20	5.0%		13	0	
WBRI	5	20%		4	25%	

SEN%	Cohort size	2017-18		Cohort size	2016-17	
N	34	5.9%		27	3.7%	
Y	18	5.6%		9	0	
EHCP	3	0		0	0	

Against UTCs nationally, South Bank is performing favourably, with lower exclusion figures for the year to date than all others other than UTC Reading.

Attendance data is reported to the DfE via census for Years 10 and 11. Analysis of attendance for both cohorts in Autumn 1 in 2016 is compared to this year below. Overall attendance at 95% is below the 96.7% at the same point last year, again with a far larger cohort. Attendance by group is above the 95% UTC target for all groups bar White British. Monitoring is underway at group level but intervention is taking place at individual level through the coaching and pastoral team. Fourteen students are classed as Persistent Absentees (PA), with attendance below 90%. Students whose absence is above 10% will be pursued through Lambeth for Fixed Penalty Notices.

Reducing lateness is a key priority for the UTC, with good timekeeping a surrogate for good levels of reliability in the eyes of employers through reference data. Lateness is improved over previous year's figures. However, it is still above the UTC's internal target of 3%. Intervention and sanctions are in place to reduce persistent lateness.

Attendance figures in Year 11 are marginally below target. This is mainly due to illness of a number of students.

Year %	Cohort size	2017-18	Cohort size	2016-17
10	55	96.60%	36	96.70%
11	33	94.50%	0	

Ethnicity %	Cohort size	2017-18	Cohort size	2016-17
BAFR	18	96.90%	6	99.30%
BOPB	31	96.50%	13	96.80%
WBRI	7	91.40%	4	87.90%

LAC %	Cohort size	2017-18	Cohort size	2016-17
N	88	95%	36	96.70%
Y	0		0	

Gender %	Cohort size	2017-18	Cohort size	2016-17
Female	21	95.10%	6	95.10%
Male	67	96.00%	30	97.00%

upil Prem %	Cohort size	2017-18	Cohort size	2016-17
N	53	95.50%	17	97.40%
Y	35	96.30%	19	96.00%

G&T %	Cohort size	2017-18	Cohort size	2016-17
N		95.50%		96.40%
Y		98.10%		99.10%

UTC attendance target = >95%
UTC punctuality target = <3%

SEN %	Cohort size	2017-18	Cohort size	2016-17
N	60	95.60%	27	96.90%
Y	25	96.10%	9	95.70%
EHCP	3	97.80%	0	

	Cohort size	2017-18	Cohort size	2016-17
Overall %	88	95%	36	96.70%
Punct %	88	4.4%	36	7.4%

Pastoral care

A coherent programme for pastoral (coaching) time is planned centrally and delivered consistently by all coaching staff. Each day content is sent centrally including development work on numeracy, literacy, employability and critical thinking skills in addition to an assembly theme. This means consistent messaging is communicated to all students every day, and coaching time is a developmental, productive experience unlike in many schools.

League table data is published centrally each Monday, with students, coaching groups and companies competing for positives, attendance and punctuality, with performance linked to rewards.

Pastoral management is effective: the three non-teaching pastoral managers are steadily building strategic inputs into their workflow: for example conducting 1:1 meetings with students at risk of underperforming; supporting teaching groups with a risk of disengagement. The capacity offered by the team is effective in responding to incidents and also in assisting the pastoral concerns of students. Links with external agencies including the WelCentre (mental health), Brook (sexual health) and others have extended the portfolio of services offered to UTC students. The pastoral managers are also able to offer some flexibility to deal with staff absences and timetable changes.

CEIAG

As a UTC we have no paid-for careers guidance. However there are a range of opportunities available to students. These include two online platforms: UTC Hub and Start Profile, each of which link to opportunities for young people. LSBU have offered mentoring and advice to students, with more activity planned for the near future. In addition, employer partners are offering advice and guidance for example through King's lecture sessions and through Skanska project days.

Student voice

Student voice systems are operating successfully this year with two main systems. Every coaching group has a Student Council Rep, with fortnightly meetings with the Principal and pastoral management team to hear and act on student feedback. Much concern has been raised by students relating to the frequency and quantity of practical activity, along with the delivery of critical kit including lockers and water fountains. As a response to Student Council

meetings, the UTC day has been reconfigured to allow for a longer lunch with more activities organised for students: these include table tennis and VR/gaming.

The other main student voice mechanism is through the Senior Student team. Recruited through an application and interview process, Senior Students are deployed in more strategic and ambassadorial roles, for example as tour guides and to act as liaison and development officers to assist with marketing, recruitment and stakeholder relationships.

Outcomes for children and learners

The UTC now has four cohorts of students, with basic information as follows:

Year	Cohort size
10	55
11	33
12	55
13	44
TOTAL	187

Cohort sizes for the new intakes are larger than last year, although Year 12 numbers are lower than anticipated. The gender balance is well off target, with 22% girls. The three key ethnic groups are Black Caribbean, Black African and White British. Around 26% of students are from disadvantaged backgrounds. Around 26% of students have SEND of some description with 2% at EHCP level.

Gender %	Cohort size	2017-18
Female	42	22.5%
Male	145	77.5%

Ethnicity %	Cohort size	2017-18
BAFR	31	16.6%
BCRB	50	26.7%
WBRI	20	10.7%

Pupil Prem %	Cohort size	2017-18
N	138	73.8%
Y	49	26.2%

SEN %	Cohort size	2017-18
N	135	72.2%
Y	48	25.7%
EHCP	4	2.1%

Year 10 (2017-18)

The new Year 10 cohort consists of 55 students from a wide range of schools, backgrounds and former experiences. The range of ability is considerable as expected in a London comprehensive school. On entry, all Year 10 students sat GL Assessment CAT4 tests. These are nationally benchmarked and help the UTC to establish baseline data and to set targets. Ofsted judge CAT4 data as suitable for target-setting in UTCs. Below is the graphical representation of the Year 10 cohort.

Distribution of scores for all students (by battery) compared with those for the national sample
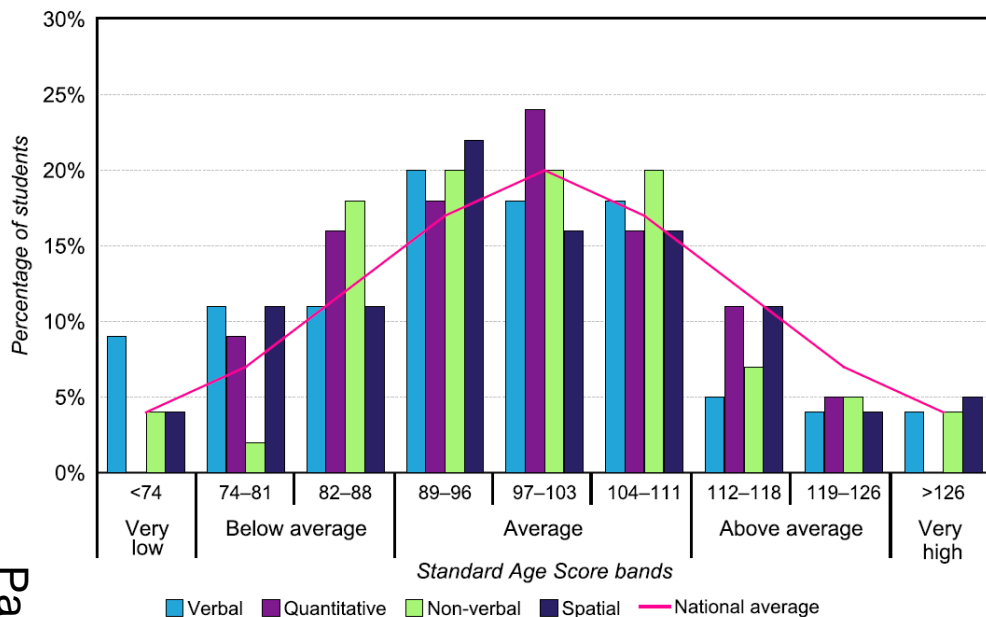
The new Year 10 cohort is close overall to the national average in terms of raw ability across the battery of tests. A slight bias towards low verbal skills is evident as expected with a high proportion of technical learners. The UTC is able to be confident at achieving at least national average outcomes by driving strong progress, although it is noted that many students will have underachieved at Key Stage 3. With an internal Attainment 8 target of 49.2 points, this is marginally above the 2017 national figure of 46, but below the internal target data of Year 11 at 53.1 (noting a different and more challenging methodology)

Year 12 (2017-18)

Year 12 is more varied depending on course pathway. A level 2 pathway is in place for Year 12 who have yet to achieve the required Grade 4 in English and/or mathematics GCSE. This pathway comprises Engineering and Business BTEC qualifications at level 2 for one year. At the end of the year students may progress onto a two year Level 3 pathway if they meet our minimum entry criteria, or may progress onto an apprenticeship pathway.

The majority of Year 12 this year are on the Level 3 Technical pathway, having achieved at least five good GCSEs including both English and maths (A*-C or 9-1). A small proportion of students are following the Level 3 Academic pathway, having achieved at least grade B/6 in their GCSEs in subjects to be studied. As a consequence, the ability profile on the level 3 pathways are narrower than in Key Stage 4. However there are few students targeted at top grades: for example only five Year 12 students are targeted ABB based on ALPS data.

Summer 2 data for Year 10 (2016-17) and Year 12 (2016-17).

Summer 2 data consists of updated professional predictions for both Year 10 and Year 12 based on performance across six terms as well as in the final end of year internal examinations. The Year 12 cohort is identical to Summer 1 allowing easy comparison, although the Year 10 cohort is not, with three students departing the UTC. Since the publication of Summer 2 data, some final outcome data from public examinations has been received.

Student performance data – Year 10 (2016-17) = Year 11 (2017-18)

The achievement and progress of Year 11 is of utmost importance to the UTC, as most accountability measures, performance table judgements and Ofsted attention will be placed on this group.

Professional Prediction data is as follows for Summer 2, referenced against updated targets in recognition of the changed cohort as two students left in Summer 1. 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 is ahead of target by 1.63 points over 10 qualifications. This is lower than the professional prediction from Summer 1 by 2.42 points. This is mostly the result of lower maths predictions based on feedback from moderation sessions with Dunraven School.
- 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 grade 5+. Engineering is very strong on this indicator too and is confident of strong results in Smart Product Design and BTEC Business.
- The English grade 5+ prediction has improved, reflecting increasing skill development in students. In science it remains below target, but with new labs and a full time technical support officer, the UTC retains a positive outlook over progress.
- Basics indicator is 69% against a target of 88%. This reflects a sub-optimal crossover of students marginally below in either subject, with targeted intervention planned to address. However the internal target is well above national figures from 2017 of around 55%.

Year 10 - 2018	New end of course target	Summer 2 2017 professional prediction	Difference to target
Attainment 8 overall average	53.55	55.18	1.63
Progress 8 overall average			
English average grade	5.42	5.39	-0.03
Maths average grade	5.25	5.67	0.42
Science average grade	5.30	5.06	-0.24
Computing ave grade	5.39	5.02	-0.37
Engineering ave grade	5.30	6.24	0.94
English 4+%	100%	100%	0%
English 5+ %	91%	91%	0%
Maths 4+%	97%	88%	-9%
Maths 5+ %	88%	76%	-12%
Science 4+%	97%	82%	-15%
Science 5+ %	88%	64%	-24%
Computing 4+%	100%	100%	0%
Computing 5+ %	91%	94%	3%
Engineering Pass+ % (reported as Grades 1-4)	100%	100%	0%
Engineering Merit+ % (Grades 5-6)	86%	94%	8%
Engineering Distinction+ % (Grades 7-9)	11%	51%	40%
Basics indicator (5+ in English and maths)	88%	69%	-19%

Year 10 performance by group

Performance by group is presented below

Summer 1	Attainment 8 min expected		Attainment 8 Spring 2 PP	Difference to min exp	Summer 2	Attainment 8 min expected		Attainment 8 Summer 2 PP	Difference to min exp
All pupils	52.6		56.69	4.09	All pupils	53.55		55.18	1.63
High prior attainers	64.9		67.71	2.86	High prior attainers	64.9		64	-0.9
Middle prior attainers	52.2		56.25	4.04	Middle prior attainers	52.4		54.5	2.1
Low prior attainers	37.6		43.4	5.8	Low prior attainers	40		43.5	3.5
Boys	53.5		56.7	3.2	Boys	54.6		55.8	1.2
Girls	47.6		56.8	9.2	Girls	47.6		51.6	4
Black Caribbean	52		55.1	3.1	Black Caribbean	52		52	0
Black African	51.2		58.3	7.1	Black African	54.1		57.1	3
White British	52		50.1	-1.9	White British	53		60	7
Disadvantaged	52.7		54.1	1.4	Disadvantaged	52.9		53.1	0.2
Non-disadvantaged	52.6		58.6	6	Non-disadvantaged	54		56.7	2.7
More able disadvantage	64.7		72	7.3	More able disadvantage	65		61.25	-3.75
SEND	50.3		47.8	-2.5	SEND	50.4		50.3	-0.1

In Summer 2, the pattern of performance shows some changes from Summer 1, albeit with cohort changes considered. Overall the Attainment 8 score has declined from 4.09 to 1.63 points above target, noting a rising target. Of the key groups, girls continue to perform strongly as do low prior attainers and White British students, the latter group being a marked change from previously. Groups underperforming include high prior attainers and as a subset, more able disadvantaged students, who will be targeted with individualised support. SEND students are now performing very close to their targets.

Year 10 Summer 2017 public examinations

Year 10 sat a CPD course: short GCSE called Preparation for Working Life. This was delivered to improve students' employability rather than as a vehicle to generate Progress 8 points given the size of the course. It was delivered for one hour a week over the year. Outcomes were relatively positive, with strong coursework hindered by weaker exam performance driven by the comparative lack of teaching time:

Level 1 Pass: 52%
Level 2 Pass: 44%
Level 1 or 2 Pass: 96%
Unclassified: 4% (sickness)

Year 10 also completed their BTEC Level 2 First in Engineering over the course of Year 10, submitting units and sitting their examinations. Outcomes were as follows:

Level 1 Pass+: 100%

Level 2 Pass+: 87.5%

Level 2 Merit+: 72%

Level 2 Distinction+: 50%

Level 2 Distinction*: 22%

The students who did not achieve a level 2 pass will resit the exam in Year 11. These results were very pleasing, especially set against national figures which for example are 9.9% Distinction+ and 2.6% Distinction*.

National data

For information, comparative data nationally is below. The UTC is targeted internally to achieve 53.55 points (Attainment 8) against 46 points last year nationally. Year 10 targets are lower at 49 points, although still higher than national.

Overall performance at the end of key stage 4 in 2017 - all pupils ❓

School name	Type of school	Number of pupils at the end of key stage 4	Progress 8 score & description	Attainment 8 score	Grade 5 or above in English and maths GCSEs	Achieving EBacc at grade 5/C or above	Entering EBacc	Staying in education or entering employment (2015 leavers)
England - state-funded schools only		528959	-0.03	46	42.20%	21.10%	38.10%	94% (519180 of 553910 pupils)

Year 12 2016-17 = Year 13 2017-18

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

Year 12 - 2018

	Min exp target	Spring 2 prof pred	Spring 2 2017 diff to target	Min exp target	Ssummer 1 prof pred	Summer 1 2017 diff to target	Min exp target	Summer 2 prof pred	Summer 2 2017 diff to target
Maths A A*-E %	100%	100%	0	100%	100%	0	100%	100%	0
Maths A A*-C	61	58	-3	61	65	4	61	86	25
Maths A A*-A	4	4	0	4	19	15	4	32	28
Chemistry A A*-E	100	100	0	100	100	0	100	100	0
Chemistry A A*-C	67	83	16	67	83	16	67	50	-17
Chemistry A A*-A	0	0	0	0	0	0	0	0	0
Biology A A*-E	100	100	0	100	100	0	100	100	0
Biology A A*-C	67	100	33	67	100	33	67	100	33
Biology A A*-A	0	33	33	0	33	33	0	33	33
Physics A A*-E	100	100	0	100	100	0	100	100	0
Physics A A*-C	57	29	28	57	64	7	57	64	7
Physics A A*-A	0	0	0	0	0	0	0	0	0
Computing A A*-E	100	100	0	100	100	0	100	100	0
Computing A A*-C	50	69	19	50	39	-11	50	42	-8
Computing A A*-A	0	0	0	0	0	0	0	0	0
	Min exp target	Spring 2 prof pred	Spring 2 2017 diff to target	Min exp target	Ssummer 1 prof pred	Summer 1 2017 diff to target	Min exp target	Ssummer 2 prof pred	Summer 2 2017 diff to target
Engineering Ext Dip PPP+	100	100	0	100	100	0	100	100	0
Engineering Ext Dip MMM	25	38	13	25	69	44	25	77	52
Engineering Ext Dip DDD+	0	18	18	0	25	25	0	35	35
Engineering Sub Dip P+	100	100	0	100	100	0	100	100	0
Engineering Sub Dip M+	100	100	0	100	100	0	100	96	-4
Engineering Sub Dip D+	78	63	15	78	91	13	78	77	-1

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
- Predictions in the technical BTEC engineering course are higher at Merit+ and Distinction+

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.

Year 12 Summer 2017 public examinations

Entry requirements for Level 3 courses were kept fairly low in the interests of student numbers for the 2016 intake: 5 GCSEs including English and maths to gain a place on the technical route, and the same with B grades in subjects to be studied at A level for the academic route. Some students were accepted onto a pathway with the addition of GCSE English/maths retakes because of their strong performance or predicted grades elsewhere. All Year 12 students followed a BTEC Level 3 engineering course, either one A level equivalent (academic route), or three (technical route), all initially on the new (for 2016) NQF BTEC framework, in order to future-proof planning, rather than continuing the previous QCF framework. This decision was based on information given by the exam board that the new framework would be well supported with resourcing and training.

It was quickly identified that there were a number of challenges with the NQF, which have been identified nationally:

1. The increased maths demand of the NQF course. Unit 1 requires A level equivalent maths skills, but without the strict entry criteria of the A level course. This had the effect that a disproportionate amount of teaching time was spent on developing students' maths skills for the exam, at the expense of other units.
2. Unlike the QCF framework, the NQF framework does not apply a best-fit formula to units. Failure on the Unit 1 exam results in failure on the course, even though there is one re-sit opportunity in Year 13.

During the course of Year 12, a management decision was taken to switch the academic route students to the QCF framework. Based on credits accrued so far, the equivalent of an AS level, current grades for academic route students is:

Pass+: 95.5%; Merit+: 95.5%; Distinction+: 91%. The one student who has yet to achieve a pass was sick during an assessment and will retake.

There is a high degree of confidence that these interim grades will translate into final grades for the academic pathway students.

Technical pathway students completed a range of units including two examined units, most notably the mathematical Unit 1. Outcomes in Unit 1 were disappointing with a 25% Pass+ rate for this unit. Although the examined units may be re-sat in Year 13, the management decision was taken to split the technical pathway students into two groups:

1. Those who passed Unit 1 – will continue on the NQF course to achieve the equivalent of three A levels in a BTEC Level 3 Extended Diploma
2. Those who failed Unit 1 – will transition to the QCF course. Considerable work is involved in mapping across completed units to this framework as well as to complete new units. Initially students will complete the Diploma (2 A level equivalent course), then adding units to achieve the Extended Diploma.

Level 3 Core maths

All students in Year 12 studied maths at Level 3, either on the A level or Core courses. Core maths was taught in an accelerated one year course to ease pressure on students in Year 13. Outcomes were disappointing, with 10% of students achieving a Level 3 pass. This is partly a function of the speed at which the course was taught at but also partly the mathematical ability of a large proportion of students. Students have been managed to be re-taught and will re-sit the examinations at the end of Year 13 or to drop the course and focus on the engineering BTEC and Extended Project Qualification.

Effectiveness of leadership and management

Safeguarding

Systems for safeguarding students are strong. The single central register is regularly updated with vetting checks complete. The site is secure, with visitor entry controlled. Potential safeguarding issues are assessed and dealt with appropriately and quickly by the pastoral team and the Designated Safeguarding Lead, Kam Bains. Staff personnel files are updated and stored securely, with second references in place for all staff. There have been issues with the lack of files being transferred from feeder schools for twenty Year 10 students. This is being addressed through the Principal and also through a series of meetings conducted by pastoral managers to minimise potential safeguarding concerns.

A new recording system hosted online, CPOMS, is being explored to facilitate recording and reporting. Additional training for drugs awareness is being planned, but training in line with statutory requirements has taken place for all staff including KCSIE Part 1 and Prevent training. A central record of safeguarding concerns has been recorded and all safeguarding reports have been dealt with appropriately and decisively, involving outside agencies where appropriate.

A fire safety audit has been completed in the new building with the overall risk rated at Medium, in line with other schools. Action points have been identified and have been addressed where possible with the assistance of the builders. There have been no accidents or injuries on site. Issues with the site which may constitute H&S risks are quickly flagged to the admin team who work with B&K to rectify quickly.

Leadership and management

The UTC's vision and values are communicated effectively through the leadership team and staff more widely, with positive relationships evident between all stakeholders. The atmosphere at the UTC is purposeful, collegiate and well-mannered with a shared sense of purpose and direction clearly understood and articulated. Staff morale is good although informal feedback speaks to high pressure and workload challenges feeding their way into staff wellbeing and potentially into attendance and sickness. There is a culture of respect and tolerance, with any incidents of bullying and intolerance dealt with swiftly and effectively.

Line and performance management structures are working effectively, as are CPD sessions run as part of a programme to develop and retain staff. A bespoke programme to support trainee teachers is led by the Principal and is working effectively, having grown since last year. The UTC's performance management systems are robust having been scrutinised and reviewed by LSBU Organisational Development.

The curriculum is appropriate for the aspirations of learners, the vision of the UTC, to ensure cost-effectiveness and to meet accountability measures. Leaders take decisions in the best interests of students: for example to revert to the previous BTEC framework in the face of challenges with the NQF. Ongoing curriculum review is in place for next academic year.

British values are actively promoted through a positive culture in the UTC in line with its vision and values. For example, a full day theatre workshop with all Year 10 students helped students understand the values of democracy, tolerance and respect and supported their ability to understand and counter extremist ideologies. SMSC is to be developed as part of a published annual programme.

Governance is strong and effective. Governors are well-trained and aware of issues nationally and locally which impact on the UTC. Governors are keenly involved in holding leaders to account for performance and do so within a climate of positivity and challenge.

The UTC's improvement plan has been updated along with the self-evaluation form (SEF). This is used to inform the structure of SLT meetings, which are efficient and effective. A strategic priority is to develop the capability and capacity of middle leaders.

South Bank Engineering UTC

South Bank Engineering UTC

SEF 2017-18. November 2017.

Outcomes for children and learners is judged to be Good

It is judged to be good because

- Attainment data is above challenging targets for Year 11 students
- Performance in engineering is very strong – 87% L2 pass+, with 50% distinction+.
- Y11 predictions are well above national average for grade 5+ pass than national for all subjects
- Gaps between key groups in Y11 are small, and small to targets
- Y13 predictions for at least Pass/grade E for all students and all subjects
- Y13 predictions are ahead of target at A*-C for most subjects
- BTEC L3 academic results 91% Distinction+
- BTEC L3 technical results mixed – course path now split in response into two: NQF and QCF. Outcomes on track to be strong for both
- Core L3 maths results low: reteach and resit pathway

Next steps:
- *Further work to ensure Y11 outcomes at L5+ and in relation to progress targets*
- *Intervention to close gaps between groups eg MAD*
- *Increase proportion of Y11 performing at L6+ for A level progression*
- *Increase performance of students in comparatively weaker subjects eg computer science*
- *Increase proportion of A*-B grades at A level*
- *Support students in Y13 further to secure high quality destinations with strong degree of 'stickability'*

Quality of teaching, learning and assessment is judged to be Good

Quality of teaching	YTD
Outstanding	40%
Good or better	47%
Requires improvement	13%
Inadequate	0

- The majority of all teaching in the school is judged to be at least good with much of it outstanding. Many lessons routinely have outstanding features such as high expectations, stimulating pace, probing questions and positive attitudes towards learning.
- The UTC's vision and values are clear, well understood and respected.
- Teachers plan effectively and set appropriate tasks based on systematic assessment of pupils' prior skills, knowledge and understanding. Progress data is strong.
- Differentiation is developing partly due to increased SEND support capacity and is often good.
- The progress of students is tracked closely and appropriate interventions are evolving to support those who are underachieving
- Pupils set high aspirations of themselves, are engaged and keen to do well.
- Beginner teachers

- Marking and feedback is variable and requires further development
- Teaching is focused on specifications and exam board outcomes
- Support staff are used well although there is limited capacity to meet all EHCP needs: ongoing work in this area
- Learning walks indicate habitually good QoT
- Systems for monitoring the quality of teaching are embedded and rigorously quality assured

Next Steps:
- *Improve consistency of marking and feedback so all learners know how to improve*
- *Continue to build range of assessment techniques across lessons*
- *Continue to develop moderation and standardisation to increase confidence in grade accuracy*
- *Further improve SEND support in all subject areas*
- *Secure consistently good teaching across all subject teams: particularly from beginner teachers*
- *Further develop UTC-specific themes across the curriculum*
- *Further embed employer projects across subject areas*

Personal development, behaviour and welfare is judged to be Good

- Behaviour in lessons and around the UTC is good and often exemplary. A small number of students require additional support and intervention to meet expectations.
- Students display good manners, respect and courtesy to others.
- Students show respect for British values including democracy, the rule of law, tolerance and respect.
- South Bank UTC values are embraced by both staff and students.
- Relationships between staff and children are good and characterised by professional conduct.
- Systems to capture and reward positive or negative conduct are clearly established and work effectively.
- Safeguarding is a high priority which is well managed.
- SMSC is embedded throughout the curriculum and through all aspects of UTC life.
- Attendance and Punctuality are high priority and the UTC has measures in place to ensure improvement.
- The consistent focus on professionalism and on the development of employability skills has a positive impact on students' conduct and outlook.

- Pupils feel safe and parents tell us their children feel safe
- Student voice and leadership is well developed, representative and impactful.
- Peer Mentoring is yet to be operational this year
- Bullying is rare, but pastoral managers work swiftly and effectively to deal with isolated incidents.
- Students understand clearly safe and unsafe situations including e-safety and are aware of how to keep themselves and others safe.

Next steps:
- *Focus on achieving above target attendance for all groups*
- *Further improve punctuality to the UTC in the mornings, especially from key students*
- *Intervene successfully with the small number of students presenting complex pastoral needs*
- *Implement peer mentoring systems and develop climate of self-management*
- *Consolidate the threading of the prevent agenda and values throughout the curriculum*

Effectiveness of leadership and management of the UTC is judged to be Good

- There is a clear shared vision of high expectations for all, driven through consistent and clear messaging.
- The leadership team are effective due to consistent pursuit of high performance in all of the UTC's activities This results in high levels of achievement and good progress and personal development for all students.
- Leadership is nascent at departmental level and is a focus for development this year
- Accurate, evidence-driven self-review drives improvement and intervention.
- The LGB works effectively and provides rigorous scrutiny and support.
- All leaders and managers, including those responsible for governance, are highly ambitious for the pupils.
- Leaders, managers and governors base their actions on an accurate understanding of the UTC's performance.
- The curriculum is appropriate to deliver the UTC's distinct vision and has positive impact on behaviour and safety.
- Quality and commitment of all staff is excellent. Morale is good.
- Essential systems work smoothly and effectively and are consistently refined albeit with challenges in the new building.
- There is a commitment to growing staff internally and providing them with support, CPD and opportunities are intrinsically linked to areas for development, the UTC aims and appraisal and in house training has clear impact.
- PMR systems are strong and appropriate, driving improvement in performance and are linked to pay and progression.
- The curriculum supports learning well and promotes pupils personal development and development of sector-specific skills and employer challenges.

- Health and Safety is well managed by all staff.
- Leaders actively quality assure their judgements with strategic partners and there is a constructive, forward looking relationship with other partners including sponsors, partner companies and other schools.
- Parent/Carers are frequently provided with information about their children's education and are very positive about the UTC.
- The UIP provides an ambitious, focussed agenda for the continuing positive development of the UTC.

Next steps
- *Rapid development of middle leader programme including departmental self review*
- *Further development of CPD programme for all staff, including non-teaching staff to increase performance and sustain retention*
- *Develop further strategies to increase student recruitment and to further drive financial efficiency and effectiveness*
- *Work with partners more effectively to secure destinations and to prepare for Ofsted.*

Sixth Form provision is Good

- Courses on offer have expanded and are in line with vision, values and specialism.
- Entry criteria are now more appropriate to reduce Year 12-13 dropout.
- Courses are well taught and offer effective balance of practical and academic work
- Attainment and progress against targets are predicted to be good.
- Students enjoy the UTC and report positively on surveys
- Support is given appropriately to develop students more widely: for example through EPQ and professional qualifications
- Opportunities to enrich the curriculum are provided eg Arabic, 3d printing
- Advice and guidance is provided both in-house and through external sources for students to make decisions eg Start, UTC Hub, Skanska graduates
- Attendance is good for most students but not all; punctuality is not yet good
- UCAS support is in place, coupled with some mentoring from LSBU ambassadors
- Partnerships with sponsors has included opportunities for trips, work experience and are leading towards employment and apprenticeships
- Resources are made available to support students for example in personal study
- Employer and university links serve well to enrich students and develop skills

Next steps
- *Improve 6th form attendance and punctuality*
- *Continue to monitor curriculum and course choices to ensure success*
- *Recruit, develop and retain strong staff to ensure teaching is consistently excellent, including in the specialism.*
- *Develop range of projects on offer*
- *Further develop university links into Russell Group*
- *Further improve advice and guidance*
- *Explore opportunities to expand curriculum offer while maintaining financial efficiency*

Overall effectiveness is judged to be Good

Main areas of focus for further improvement are
- Close potential safeguarding gaps in relation to file transfer and staff training
- Further improve quality of teaching across all subject areas
- Continue to close gaps in performance between groups and raise attainment overall through accurate assessment, feedback and differentiation
- Work with partners to ensure high quality triangulation and scrutiny supports managers' self-assessments of UTC performance
- Develop, support and retain staff through high quality, targeted CPD and line/performance management
- Further develop range and scope of employer projects and networks for the benefit of UTC students
- Secure strong destinations data for Year 13 leavers
- Ensure L&M is effective in securing increased student numbers leading to sustainable financial position.

South Bank Engineering UTC

Improvement Plan 2017-18

Contents:

1.   Executive Summary

1.1. Purpose

The purpose of this document is to enable the leadership group, staff, governors and trustees at South Bank Engineering UTC to be able to plan strategically for improvement. This strategic planning is informed by and linked to South Bank Academies' Towards 2020 strategic plan. Towards 2020 outlines the trust's aspiration to become the leading provider of professional educational opportunities for young people in South London. Its values focus on the development of creativity, professionalism, excellence, inclusivity and collaboration. It has seven key ambitions:

Our Ambitions

1 Our academies and colleges will be outstanding places of learning and personal development for young people in South London communities.

2 London South Bank University and employer partners will be integral to the learning and, personal and professional development of our students.

3 We will establish two more schools within South London boroughs by 2020 to enhance collaborative learning opportunities for our students.

4 We will offer additional certificated education and training opportunities for our students in partnership with the University and industry partners to enhance career opportunities for our students.

5 We will have innovative learning environments in our academies and colleges that will promote student led learning with access to state of the art infrastructure.

6 We will be the first choice for ambitious students and high achieving staff.

7 Our students will be most preferred by universities and employers.

1.2. Overview

This document outlines each of the UTC's four main Strategic Focus areas. Under each Strategic Focus area is a series of priorities along with outline Key Performance Indicators (KPIs). Each strategic priority is tied to two targets, set and agreed by governors and the Principal, both at Base and Stretch level. The Stretch target is designed to be highly aspirational.

1.3. Summary

The four Strategic Focus areas are
1. Offer an outstanding education with high academic standards in a technical context
2. Recruit, develop and retain excellent staff
3. Maintain financial sustainability
4. Foster strong and progressive partnerships

2.   Improvement Plan Strategic Focus Areas

This section of the Improvement Plan provides an overview of the key Strategic Targets that have been set and are to be delivered against over the 2017-18 academic year.

Four key Strategic Targets have been set in order to support the progression of South Bank Engineering UTC:

Target	Description
Strategic Focus 1 – Offer an outstanding education with high academic standards in a technical context	To be outstanding in our terms we must ensure that all students make strong academic progress and develop a high level of technical understanding and skill. The objective of this outstanding education is to ensure every student has the qualifications, skills and attributes to

	succeed in their chosen pathway, with pathways brokered by the UTC. Student employability, conduct and safeguarding will be excellent.
Strategic Focus 2 – Recruit, develop and retain excellent staff	In order to meet Target 1 the UTC is going to need to build an environment that attracts, challenges, supports, develops and retains very high quality staff. Much work in this area will be focused on linking high effective line management with rigorous performance management and high quality, personalised CPD.
Strategic Focus 3 – Maintain financial sustainability	In order to ensure that Target 1 and 2 can be achieved the UTC must operate in a viable financial climate. This will be a challenge in the national and local context, with the challenge growing over time. Key to the UTC's success here is student recruitment.
Strategic Focus 4 – Foster Strong and Progressive Partnerships	The final target will be focused on building, nurturing and growing strong and progressive partnerships with university, employer, government and third sector organisations both locally and beyond. This will enable the UTC to deliver an innovative, future-focused offer with strong pathways.

3. Strategic Focus 1 – Offer an outstanding education with high academic standards in a technical context

3.1. Objectives

The below outlines the objectives that have been set in order to support achieving Strategic Focus 1 **Offer an outstanding education with high academic standards in a technical context**

1. Achievement of judgement of at least Good in mock Ofsted inspection in each year
2. Through effective teaching and learning, progress is strong: no significant group underperforming the national average, including disadvantaged students
3. The curriculum and timetable more widely are designed to maximise opportunities to develop students' technical skills and capabilities

4. The 6th form is excellent

3.2. Key Performance Indicators

The below demonstrates the key metrics/measurements that will be used to assess UTC progress against the aforementioned objectives:

Objective	Strategic priorities	Key Performance Indicators (KPI)	Target Base	Target Stretch
1. Achievement of judgement of at least Good in mock Ofsted inspection in each year	a) Outcomes: National averages for A levels and BTEC Level 3 are exceeded b) Outcomes: The proportion of students making expected and more than expected progress in maths and English is well above national average c) Outcomes: Progress 8 measures are above national levels d) Leadership and management are outstanding e) Personal development, behaviour and welfare are outstanding	*-Key Stage 5 results* *-Progress KS2-4* *-Progress 8 data* *-Progress at Key Stage 5* *-Impact of leadership and management* *-Student behavior and attendance*	-100% A level and BTEC Pass; 10% A*/A/Dist grades -Progress 8 score 0.1 -Positive progress measure KS5 -95% attendance -Exclusions below national average -Behaviour is consistently good	-100% A level and BTEC Pass; 10% A*/A/Dist grades -Progress 8 score 0.3 -KS5 progress in line with top 25% -96% attendance -Exclusions half national average -Behaviour is consistently exemplary
2. Through effective teaching and learning, progress is strong: no	a) Curriculum model is such that students are able to make outstanding progress b) Quality of Teaching is strong, targeted to high levels of	*-Assessment data to indicate attainment and progress by group including Pupil Premium* *-Accuracy of predictions* *-Impact of interventions*	-QoT is habitually good and often excellent -Effective teaching -Progress exceeds	-QoT is always good and frequently excellent -Progress exceeds min exp targets in all

significant group underperforming the national average, including disadvantaged students	attainment and progress for all learners c) Baselining, target-setting and assessment are robust and accurate and lead to impactful interventions where needed d) Pupil Premium and other funding (via PP Strategy) is used effectively to lever progress e) Projects developed to target specific identified groups (such as White British for example), using internal resources and external partners.	*-Value for Money (VfM) judgements*	min exp targets for most subjects -Predictions of outcomes are within 10% of actual for all subjects -Intervention outcomes such that performance of all key groups within 10% of target -At least two external partners providing intervention	subjects -Predictions of outcomes within 5% of actual for all subjects -Intervention outcomes such that performance of all key groups within 5% of target -At least three external partners providing intervention
3. The curriculum and timetable more widely are designed to maximise opportunities to develop students' technical skills and capabilities	a) Students are all able to demonstrate the skills and attributes to make them 'employable' b) Students all demonstrate technical capability in engineering c) Students all learn technical skills leading to accreditation and qualifications d) Employer projects cross-fertilise the taught curriculum	*-Destinations data* *-Pathways into sponsors and partners* *-Success in technical qualifications (BTEC)* *-Professional qualification achievement* *-Employer project structures and cross-fertilisation opportunities*	-0% NEET -BTEC pass rate above target and above national levels; -Most students achieve professional qualifications -Employer projects all rated 'good' or better by students	-0% NEET -BTEC pass, merit and distinction rate above target and above national levels; -100% of students achieve professional qualifications -Employer projects all rated 'good' or better by students with 50% outstanding
4.The 6th form is	a) Ensure there is no 'quality gap'	*-Attainment and progress data at*	-Attainment meets	-Attainment meets

outstanding	in 6th form teaching b) Ensure staff have knowledge, skills and capacity to deliver across the suite of qualifications c) Cross-curricular skills are delivered consistently and effectively d) The 6th form becomes an oversubscribed and vibrant offer	*student level* *-ALPs data at subject level* *-Destinations data including access to higher education and Russell Group universities* *-Applications and offers for 6th form*	targets for 90% of students in Year 13 -Destinations data strong including Russell Group -Observation data as strong in 6th form as lower school -Reputation generates increased applications compared to 2017	targets for 95% of students in Year 13 -Destinations data strong including Russell Group and blue chip apprenticeships -Observation data as strong in 6th form as lower school -Reputation drives >25% more applications than 2017
5. Student safeguarding, conduct and employability are excellent	a) Ensure that systems to safeguard students are strong and clearly communicated with effective leadership and well-trained staff b) Ensure that student conduct is habitually professional and in line with the UTC's expectations c) Ensure students' employability skills and attributes are actively developed across the curriculum	*-Safeguarding statutory requirements are met* *-Safeguarding systems are strong and appropriately used* *-Staff including DSL are appropriately trained* *-Students feel safe and able to report concerns* *-Attendance reaches Lambeth average* *-Exclusions in line with top 10% of UTCs*	-Safeguarding statutory requirements are met -Safeguarding systems are strong and appropriately used -Staff including DSL are appropriately trained -Students feel safe and able to report	-Safeguarding statutory requirements are met -Safeguarding systems are exemplary and appropriately used -Staff including DSL are appropriately trained -Students feel safe and able to report concerns

			concerns -Attendance reaches Lambeth average -Exclusions in line with top 10% of UTCs	-Attendance reaches national average -Exclusions lower than all other UTCs

4. Strategic Focus 2 – Recruit, develop and retain excellent staff

The below outlines the objectives that have been set in order to support achieving Strategic Focus 2 **Recruit, develop and retain excellent staff**:

1. Attract high quality staff, both in teaching and support roles
2. Ensure all staff work effectively in support of the UTC's objectives and in sympathy with its values
3. Ensure teaching shows the highest possible degree of expertise including accuracy of prediction and assessment
4. Ensure quality assurance of teaching and learning is robust and linked to high quality CPD
5. Secure excellent retention rates of staff, including providing career development opportunities

4.1. Key Performance Indicators

The below demonstrates the key metrics/measurements that will be used to assess academy progress against the above objectives:

Objective	Strategic priorities	Key Performance Indicator (KPI)	Target Base	Target Stretch
1. Attract high quality staff, both in teaching and support roles	a) Further develop recruitment strategy to secure the best and largest possible fields for interview b) Ensure the UTC is able to articulate powerful reasons to join the staff c) Explore innovative, non-traditional routes into the UTC via apprenticeships for example d) Ensure staffing model is highly effective at generating positive outcomes	-Quality of staffing -Suitability of staff skillsets -Recruitment channels for staff -Staff model adding value	-All roles attract at least two applicants -All subjects are staffed by specialists -Teaching staff lower cost than Lambeth average -Fully staffed with specialists in all subject areas	-All roles attract at least three applicants -All subjects are staffed by specialists -Teaching staff 5% lower cost than Lambeth average -Fully staffed with specialists in all subject areas including industry experience

2. Ensure all staff work effectively in support of the UTC's objectives and in sympathy with its values	a) Strong staff training programme ongoing to -communicate objectives and values -secure buy-in from all staff -indicate how effective operation will be articulated b) Operate consistent systems of effective line management to develop and support staff, linked to objectives c) Operate systems of effective appraisal and performance management linked to pay and progression, linked to objectives which are cascaded logically from whole-school to individuals.	*-UTC meets its objectives both short and medium term* *-Staff operate in a manner in line with UTC values as a matter of course* *-Quality and personalization of line management* *-Performance management impact and outcomes*	-100% of CPD is graded 'good' or better -100% of staff operating UTC systems -100% of staff targets follow central model -100% of staff effectively managed as judged by internal review	-100% of CPD is graded 'good' or better -100% of staff operating UTC systems -100% of staff targets follow central model -100% of staff effectively managed as judged by internal review
3. Ensure teaching shows the highest possible degree of expertise including accuracy of prediction and assessment	a) Operate rigorous and regular quality assurance system for teaching staff to include both observation of T&L and data analysis b) Implement regular scrutiny of assessment in various forms c) Monitor and evaluate accuracy of prediction; introduce moderation and standardization procedures with external partners in support	*-Quality of teaching* *-Accuracy of predictions* *-Range, quality and consistency of assessments* *-Effectiveness of standardization and moderation across teams*	-All teaching is 'good' or better -Assessments shown to be accurate and effective -Standardisation and moderation in place across all departments	-All teaching is 'good' or better -Assessments shown to be accurate and effective -Standardisation and moderation in place across all departments

4. Ensure quality assurance of teaching and learning is robust and linked to high quality CPD	a) Rigorous QA of teaching which both generates high quality developmental feedback and also generates performance data b) Analysis of performance data to ensure CPD is appropriate and targeted to need c) High quality CPD programme throughout the year	*-Quality of teaching data* *-CPD programme* *-Impact of CPD programme through evaluation data*	-All staff show improvement in their teaching -100% of teachers positively link CPD to QoT -CPD programme is linked to need according to internal review data -100% of CPD sessions are judged 'good' or better by staff -Non-teaching staff developed to increase effectiveness	-All staff show improvement in their teaching -100% of teachers positively link CPD to QoT -CPD programme is linked to need according to internal review data -100% of CPD sessions are judged 'good' or better by staff; 33% outstanding -Non-teaching staff highly effective due to development programmes
5. Secure excellent retention rates of staff, including providing career development opportunities	a) Improve recognition and reward for staff performing well – bonus structure and CPD opportunities b) Strong internal systems to recognise and develop talent c) create retention plans and career development pathways d) Ensure very high quality, targeted CPD for all staff, both teaching and support.	*-Retention rates in relation to London average* *-Internal promotions* *-Range of retention strategies* *-High quality, personalised professional development*	-Teaching staff turnover rate 10% lower than London average -A range of retention strategies in place -CPD related to the needs of the majority of staff including all teaching staff	-Teaching staff turnover rate 50% lower than London average -A wide range of retention strategies in place -CPD related to the needs of 100% of staff

Page 38

5. Strategic Focus 3 – Maintain financial sustainability

The below outlines the objectives that have been set in order to support achieving Strategic Focus 3 of **Maintain Financial Sustainability**

1. Increase application numbers for 2018-19
2. Low Cost and Cost Transparency
3. Increase Revenue through different revenue streams
4. Efficient use of resources to drive impact in student progress and more widely

5.1. Key Performance Indicators

The below demonstrates the key metrics/measurements that will be used to assess academy progress against the aforementioned objectives:

Objective	Strategic priorities	Key Performance Indicator (KPI)	Target Base	Target Stretch
1.Increase application numbers for 2018-19	a) Clear and appropriate marketing strategy produced, grounded in analysis b) Effective multi-channel marketing and events raise profile of the UTC c) UTC presence at an increasing number of schools at Post-16 events, options evenings etc. d) Meetings with applicants and 'keep warm' activities to minimise attrition. E) New website, prospectus and improved social media campaigns launched	*-Evidence-based marketing strategies* *-Range of channels utilised* *-Increased reach of marketing materials including socials* *-Range of effective keep warm activities* *-All applicants met by SLT soon after applying*	-Applications 50% higher than 2017 -Increasing range of recruitment channels used -Increasing number of Year 9 families directly engaged -At least three 'keep warm' events per year -All applicants invited to interview	-Applications 100% higher than 2017 -Increasing range of recruitment channels used, all offering positive impact and value for money -Increasing number of Year 9 families directly engaged – 10% per year -At least four 'keep warm' events per year

				-All applicants invited to interview; 75% attendance
3. Increase Revenue through different revenue streams	a) Increase lettings revenue, involving partners where possible b) Develop apprenticeship offer c) Explore sources of other revenue – products, services, consultancy d) Increase sponsorship revenue both in cash terms and 'benefit in kind'	*-Lettings revenue* *-Apprenticeship pathways offered* *-Revenue generated through extended offer* *-Increased benefit to UTC of sponsorship*	-£5000 per year in external lettings revenue -Apprenticeship programme operational with one partner for next academic year -Sponsorship of at least one event/activity	-£15000 in external lettings revenue -Apprenticeship programme operational with three partners for next academic year -Sponsorship of at least three event/activity
4. Efficient use of resources to drive impact in student progress and more widely	a) Regular, accurate evaluation of efficiency in terms of value for money b) Expenditure benchmarked against student impact, to inform spending decisions c) Staffing model is built on high-impact, low cost principles d) Efficiency savings are maximised wherever possible, through shared provision and service-level agreements with partners for	*-Value for Money (VfM) evaluations* *-Spending decisions benchmarked against impact* *-Staffing model adapts to changing needs remaining highly efficient* *-Intelligent use of shared services and SLAs brings efficiency savings*	-Curriculum and staffing model analysis in place annually -Shared services run efficiently and cost effectively -Trust level support offers positive impact and good value for money by	-Curriculum and staffing model analysis in place twice annually -Shared services run efficiently and cost effectively -Trust level support offers positive impact and good value for money by internal

			internal review -Staffing model is cost-effective and efficient	review -Staffing model is cost-effective and efficient
example.				

6.   Strategic Focus 4 – Foster strong and progressive partnerships locally and beyond

The below outlines the objectives that have been set in order to support achieving Strategic Focus 4 of **Foster Strong and Progressive Partnerships Locally and Beyond**:

1. Mutually beneficial partnership between South Bank Engineering UTC and other schools
2. Build strong and beneficial relationships with local communities
3. Build positive collaborations across the UTC network
4. Strong and beneficial links with an increasing range of partners from industry in engineering and more widely
5. Build university links with LSBU and beyond
6. Build successful International links
7. Ensure high levels engagement and involvement of parents/carers

6.1. Key Performance Indicators

The below demonstrates the key metrics/measurements that will be used to assess academy progress against the aforementioned objectives:

Objective	Strategic priorities	Key Performance Indicator (KPI)	Target Base	Target Stretch
1. Mutually beneficial partnership between South Bank Engineering UTC and other schools	a) Build positive, professional relationships at SLT level with Lambeth and cluster schools both at secondary and primary phase b) Build positive collaborations with	*-Professional relationships at SLT level* *-Inter-school collaborations* *-Links both at primary, secondary and university*	-Professional links yield partnership work with three schools in two phases	-Professional links yield partnership work with five schools in two phases

	local schools which are both mutually beneficial and sustainable c) Host events and give UTC expertise to enhance local offer; use these to improve relationships.	*-Impact of UTC activities on wider educational community*	-Links with university impact on all UTC students -UTC able to evidence positive impact on wider community through range of activity	-Links with universities impact on all UTC students -UTC able to evidence positive impact on wider community through range of activity in range of channels
2. Build strong and beneficial relationships with local communities	a) Offer use of UTC expertise and facilities to local groups, such as professional qualifications to parents b) Harness nature of UTC and its students to add value to local community groups, such as enhancing local charity social media c) Build reputation and awareness of UTC in the local area by maximizing publicity for the UTC through shared activities and events	*-Professional qualifications customers and outcomes* *-Impact of community initiatives* *-Reputational analysis* *-Range and nature of publicity*	-Professional qualifications offered to external stakeholders -Community initiatives receive positive feedback -At least three positive press reports per year	-Professional qualifications achieved by external stakeholders -At least three community initiatives receive positive feedback -At least five positive press reports per year with no negative publicity in public domain
3. Build positive collaborations across	a) Develop collaborative and high-impact relationships with other	*-Depth, breadth and impact of inter-UTC collaborations*	-Evidence of positive	-Evidence of positive

the UTC network	UTCs, especially UTC Reading and London Design UTC to improve T&L b) Relationships generate efficiencies – for example in staff recruitment or marketing c) Develop and share products, services, collaborations and projects more widely	*-Efficiencies generated through collaborations* *-Impact of wider development of products and services*	collaborations with two other UTCs -UTC/BDT collaborations generate efficiencies or added capacity -Positive educational impact through UTC collaborations	collaborations with at least three other UTCs -UTC/BDT collaborations generate efficiencies and added capacity -Positive educational impact through at least two UTC collaborations
4. Strong and beneficial links with an increasing range of partners from industry in engineering and more widely	a)Existing sponsors all actively engaged with projects delivered b) Existing partners all actively engaged c) Range of new partners engaged in engineering and more widely d) Partnerships used to ensure strong and coherent CEIAG	*-Sponsor engagements: range, regularity, depth, impact* *-Engagements from existing partners* *-Engagements from new partners* *-Number and type of new partnerships* *-Quality and impact of CEIAG*	-100% of sponsors deliver employer projects annually -Existing partners all deliver input annually -At least two new partnerships developed per year -Investor in Careers Award achieved	-100% of sponsors deliver two+ employer projects annually -Existing partners all deliver 2+ inputs annually -At least three new partnerships developed per year -Investor in Careers Award achieved -100% of

				students give positive feedback on CEIAG programme
5. Build university links with LSBU and beyond	a) LSBU links are developed both in depth and breadth b) Further university links developed, including Russell Group and other London universities c) Links with students and academics developed, including mentoring and lectures d) UTC benefits from access to university resources	*-LSBU engagements: range, regularity, depth, impact* *-Engagements with other universities* *-Academic links* *-Value-add from links including mentoring and access to resources and teaching spaces*	-LSBU engagements develop in range and depth -Academic links at LSBU add educational value -100% of students have LSBU link -100% of students rate LSBU link as positive -Wider links developed with other including Russell Group universities	-LSBU engagements develop in range and depth -Academic links at LSBU add educational value -100% of students have LSBU link -100% of students rate LSBU link as positive -Wider links developed with other including Russell Group universities
6. Build successful International links	a) International links developed at a student level b) Institutional links developed	*-Impact of international links on UTC* *-Wider benefits of links eg on cultural understanding, at student level*	-Two international links in place	-Three international links in place

	internationally		-UTC students able to articulate benefits of links -Institutional international link in place	-All UTC students able to articulate benefits of links -Institutional international links in place including outside Europe
7. Ensure high levels engagement and involvement of parents/carers	a)High levels of engagement from parents/carers b) Range of engagement with parents/carers including input in UTC decision-making c) Use of innovative technology to remove barriers to engagement d) Use of resources including technology and staffing to remove language barriers	*-Attendance at parents' evenings* *-Proportion of parents/carers actively engaged with UTC* *-Impact of technology to increase range and types of engagements* *-Engagement of EAL parents/carers*	-100% of parents/carers positively engaged with UTC -Increasing use of multi-channel communication with parents/ carers -Effective engagement with 100% of EAL families	-100% of parents/carers positively engaged with UTC -Increasing use of multi-channel communication with parents/ carers including online -Effective engagement with 100% of EAL families

This page is intentionally left blank

Open Free Schools EA Term 4 Visit Report

This report is the department's confidential information and is being shared on the explicit understanding that it may not be released publicly, or any of its contents quoted or paraphrased in any external communications made by the school, including to parents. It is only to be used by the school's senior leadership team, board of governors and the Trust to help inform improvement strategies**.**

Name of school	South Bank UTC		
Date of visit	08/11/17	**EA**	Carolyn Unsted
LA and region	Lambeth SESL		
Name of Principal & email	Dan Cundy dan.cundy@southbank-utc.co.uk		
Name of CoG & email address	Ian Brixey		
Age range	14-19	**Boys/girls/mixed**	Mixed
School type – Mainstream/AP/Special/UTC/Studio School/16-19	UTC		
Faith (please state whether ethos or designation)	N/A		
NOR	182 (55 in Year 10, 33 in Y11, 50 in Year 12, 45 in Y13)		
% Full (NOR against PAN)			

% SEN	% FSM	% EAL	% PA	% Attendance
28	28	31	XXX	95% YTD

Evidence and sources	Information about the school
During this visit we met with the Principal, Vice Principal, members of the teaching staff and spoke to students in classes. We were able to talk with the Chair of Governors who is ~~Chair of the Learning and Teaching Committee and~~ the Trust CEO. We also met the Chair of Learning and Teaching Committee We toured the new school and visited a number of lessons in all Years. We explored some aspects of the safeguarding arrangements. A range of documents was provided by the Principal for scrutiny. Carolyn Unsted was the EA, accompanied by Will Day-Brosnan from the DfE.	The move to the new building went very smoothly in September and was very well managed by UTC staff – including an unexpected flood. Students are meeting the high expectations of behaviour and movement in the new building. Leaders have put in place strong plans for managing the extra space and some unused areas are locked down. There has been good progress since the last visit, shown through the UTC's Action Plan to address areas identified from the last visit report. Clear improvements have been made in the learning environment, behaviour for learning and teaching & learning but safeguarding is a concern. A DfE Safeguarding review was advised and will be arranged as soon as possible. The UTC has recruited 55 Year 10 students from 64 applications and with the influx of 20 students from Durand Academy, making the recruitment very disappointing. There are 50 in Year 12 from 184 applications – a much lower number than the 122 joiners that leaders anticipated. The NOR is 186 with current Year 11 at 33 and Year 13 - 45 – a loss of 14 students.

Summary - progress in addressing ROM risks & agreed actions / next steps

During the move into the new building, teamwork between the senior leaders, the Local Governing Board and the Trust was good and everyone supported the UTC through a testing time. Routines are settling in to place now and there are few barriers to good teaching and learning. Staff retention and recruitment has been strong.

Key Challenges:
1. Strategy to deliver the vision and self evaluation to monitor progress
Development planning is at an early stage and needs to be linked to the Ofsted Framework to ensure appropriate coverage of all key areas. Student safety, welfare and development has not been included, as yet, in the school development plan and this needs to be a priority across the UTC. Thorough self-evaluation including external reviews of QTL, assessment and progress data and leadership and management will support the Principal and Vice Principal to identify how to plan to address the key areas of weakness and build on the areas of strength. The Principal will present the draft SSE at the next T and L Committee and this may be an opportunity for the LGB and Trust to consider how effectively they working together to ensure embedding improvement.

The Southbank Academies Trust's 5 Year Strategy Plan 'Towards 2020' is being developed separately and there will be a sifnigcant gap in both process and outcome if the Trust and the UTC do not work closely together on this. Joint meetings between the Trust Members and the UTC Local Governing Board (plus the other academy) would be a sensible place to start so that vision and priorities for the Trust and the UTC can be agreed and developed appropriately. In addition there needs to be clarity about the way in which UTC KPIs are agreed along with associated performance management measures for the Senior Leaders. Parent governors are in the process of being elected to the LGB.

2. QTL
In the new building practical work needs to be a priority in lessons so that students can reach the highest grades in 2018 and remediate the lack of access during the year in the temporary accommodation.

3. UTC Recruitment and Viability
With the lower than expected numbers the leadership team remains very small (the Principal and Vice Principal) and is likely to be undercapacity to manage the expansion and the new building. The Trust CEO is clear that there can be no financial risk but the viability of the UTC is under question if there is insufficient leadership capacity to undertake the marketing and recruitment activities. The local school climate is strong and Lambeth LA has not been transparent about how the UTC letters have been distributed. As indicated at the last visit, a professional marketing approach would support the UTC's efforts both within the local community and further afield. With the new building as a base for events and open days there will a stronger identity and clearer offer for prospective students.

Section 4: Strategic Planning - Governance, Leadership & Staff	Effectiveness of leadership and management
Next Steps 1. Prepare for the DfE one day Safeguarding Review. Conduct a risk assessment for all students without safeguarding files immediately. 2. Through a priority evaluation process review the size and capacity of the UTC	At the previous visit the collection of student files from predecessor schools in September was identified as a priority. Management action has not been rapid enough to mitigate the risk of 20 Year 10 student files not being provided from Durand Academy. Previous Safeguarding have not been identified for those students. At the visit it was agreed with the Chair of Governors, the Principal and Vice Principal that a risk assessment of each student without a file would be completed as a matter of urgency. The VP/DSL felt that there were more joined up systems, a bigger pastoral team, a safeguarding

leadership team to deliver all that is needed without substantial support from the Trust 3. The Trust's 2020 Strategy, the UTC's strategic document and KPIs need to align for maximum long term impact.	register has been completed and all student safeguarding files have been reviewed. There is no current plan to fill the gaps in staff training. The MAT strategy will apply across the schools but each school will have its strategy and own specific targets with its own set of strategies. There is a need for the LGB to have clarity about the relationship between the UTC and the Trust. The levels of communication between the Trust and the UTC's LGB could be improved through a joint meeting to establish roles and responsibilities needed to move towards the joint vision. The MAT's 2020 strategy is still a draft and the UTC's improvement plan is meant to be aligned to it. In June the Trust identified a number of activities intended to make trust processes more coherent, including • A risk register which will be shared across all the MAT schools • A governance self-evaluation / review /assessment at the end of the year through a questionnaire • Use the evaluation to complete an analysis of where improvements are needed. It is unclear whether these activities have been completed as yet. The CEO was bringing in an external consultant to complete a UTC Review after a full year – this is now planned for early December with a focus on QTL. It is not clear if the Trust Governance will be having a full review at the same time. The Trust has yet to outline the exact contribution of all partner schools. The contribution of Skanska, as a key sponsor, is significant to the UTC and growing in its depth and commitment to developing the engineering and technical experiences of students. Their excitement at the new building and the potential of the UTC has led to major investment, evidenced through the forthcoming event with the whole environment team of 75 Skanska staff for a whole day working with students. A recent Skanska trip to Coventry to the Manufacturing Technology Centre to see the office of the future was inspirational for students. There are currently 8 graduates from Skanska supporting in the UTC in a range of ways. The girls are accessing the Skanska Women's Network and have been on a trip to HS2. Other sponsors are not yet matching this level of commitment. Were they to do so the UTC would be able to provide a wide range of specialist experiences for all students. The UTC's local postcode deprivation score is lower than 10 years ago due to gentrification and the Principal felt that at the recent Open evening there was a different profile to last year. This is a positive sign for the UTC's viability over time with the appeal of the niche curriculum and provision. Consideration is being given to complimenting the existing UTC provision; there is the potential of growing backwards to Year 7, to introduce Level 4 provision, Level 4 apprenticeships and the future of T levels provided through the South Bank University's family of organisations and as a university with a focus on skills application and academic content.

Section 2: Curriculum, Teaching & Learning	**Quality of teaching, learning and assessment**
Next steps: these remain from the last visit: • Through a whole school review with Dunraven confirm judgements about the teaching profile across the UTC. • Improvements in the consistency of marking and student feedback. • Evidence of student progress and collaborative learning is available in every subject with a particular focus on Maths • Review the evaluation of interventions for their impact on learning and progress. External support for the UTC is a priority.	**Quality of Teaching and Learning – this remains the key challenge.** External support will be significant in developing leaders ability to achieve consistently good teaching across the UTC; shared experience will improve whole school practice around curriculum and lesson planning as well as effective marking and feedback; standardisation and moderation will enable accurate assessment to provide middle and senior leaders with robust data on which to self evaluate. Senior leaders need to be uncompromising about rapidly addressing the quality of teahing and learning if it is less than good. Maths remains an area for focus in terms of differentiation, marking and feedback and its critical role underpinning the engineering and science subjects. There are new staff in Maths but there is considerable ground to make up as Maths and Computer Science were 10% below target in September. Work is needed on the quality of differentiation and feedback as well as driving consistency across departments. The good practice in feedback found in English could be used as an exemplar and students would benefit if all staff matched this high quality. Student response to feedback is patchy and due to the amount of work done and kept on computers the UTC needs to take a whole school approach to providing evidence of work and progress for Ofsted next year. Students and staff are working well together. The atmosphere is purposeful and productive. The 1:1 meetings with students and parents have made a significant difference to student attitudes towards the tight specialist curriculum. Clear boundaries are in place and the introduction of the HEARTBEAT employability scheme is providing an excellent structure of expectations throughout the UTC. Staff are now well established in their teaching spaces although there is still some equipment to come. Despite this teaching and learning remains inconsistent. Strong subjects continue to be English and Engineering where Year 10 results in the summer for BTEC L2 were strong with 50% at D+ (nat 9.9%). Students were very positive about engineering. On the learning walks there was too much teacher talk and students were mostly focused on their computers. More group work – seen only in the 6th Form – is needed to develop the teamwork and communication skills so important in industry. The new SENDCo has used the student application forms to identify student needs, following up with testing and diagnosis to ensure that appropriate support is in place in class and that access arrangements are in place for examinations. There was little evidence seen on the learning walk of support for students with SEND, nor was there clear evidence of stretch and challenge for the more able.

	There have been improvements to baseline assessments with the introduction of GLAssessments including CATs4 and PASS. It is not yet clear how well the data has been used and whether it has better informed planning and supported teaching and differentiation in class for the more able students. There has been limited external review by the LA of the teaching and learning and no clear involvement of Dunraven as S2S Support so far this term. This is a pity as building on the strong start last term would have provided developmental opportunities for middle leaders. It was agreed at this visit that: ~ the CEO would arrange, as a matter of urgency, a whole school teaching and learning review in early December; ~ the Principal will liaise with Leigh UTC regarding better levels of engineering verification with their Engineering Dept ~ develop a plan for the Dunraven S2S to impact on QTL in specific subjects especially Maths and to support the evaluation of intervention impact. All this will support UTC senior and middle leaders in the accuracy of their judgements about assessments, student progress and QTL if it is well used for maximum impact.
Section 3: Student Care, Support & Safeguarding	**Personal development, behaviour and welfare** (including whether all safeguarding arrangements are effective)
Next Steps 1. Senior leaders need to monitor all aspects and details of safeguarding procedures to ensure that there are no unnecessary gaps or omissions in their safeguarding arrangements and information and that the SBUTC is consistently fully compliant. 2. Sustain the UTC's attendance at national level. 3. Improve the identification of students' needs and plan to meet those needs in learning.	**Safeguarding -** The one day DfE Safeguarding Review will give a set of clear actions to be taken and the Principal and the VPDSL will ensure that these actions are completed, improvements are in place and the DSL has been appropriately held to account. The collection and analysis of students' previous school records is not rapid enough and identification of students with safeguarding issues, SEND or a poor attendance record is a key factor for leaders. Reflection on the DfE Safeguarding list revealed that there are a number of gaps in staff training including on Drugs. The VP/DSL felt that there were more joined up systems, a bigger pastoral team, a safeguarding register has been completed and all existing student safeguarding files have been reviewed. There is currently no plan to fill the gaps in governor and staff training. There has been real progress on attendance which has improved to 95% YTD from 94.1% at the last visit. *PA is XXX from 18.6% in June.* Sustaining this improvement would mean that the UTC's attendance is at national Leaders felt that the admission of 20 students from Durand Academy had had a disproportionate impact on behavior. The UTC feels secure and is focused on learning. There have been no exclusions in year 11 this year but FTE in Year 10 have increased YTD in comparison to last year. There is a mixed picture across the student groups. Greater analysis of the needs of the excluded students could provide an insight into how to increase their commitment and motivation for learning. More SEND needs and mental health issues are emerging. The extended pastoral team work closely with staff and when necessary with external agencies.

	There has been very good progress on the development of student and parent surveys which can now feed into changing practice in the school and contribute to the self evaluation. The UTC leaders are listening to student voice to help with improvement and the establishment of a range of traditions including end of year traditions such as Year 13 proms.
Section 1: Education Planning, Standards and Progress Tracking	**Outcomes for children and other learners** (include achievement of groups – SEN, EAL PP, More-able etc.)
Next steps: • With external support confirm the accuracy of student data and verify predictions for 2018 outcomes • Leaders use the accurate data to triangulate judgements about teaching and learning over time • Use target setting and individual learning plans to accelerate learning for students at risk of under achievement. • Governors provide greater evidence based and informed challenge to middle leaders	With the atmosphere very purposeful, community feeling developing and strong pastoral support, there is much improved environment for learning, rewards and positivity to achievement is core and the expectations for student outcomes is high. Strong subjects continue to be English and Engineering where Year 10 results in the summer for BTEC L2 were strong with 50% at D+ (nat 9.9%). Using up-dated and more flexible entry criteria for A levels and improved appropriate coursing around pathways for students in both A levels and specialist courses with new specifications which should support student outcomes. In order to maximise student progress teaching staff need to have rapid access to students' prior attainment and progress data to plan according to need. They also need to vary the learning methodology as at present learning is very teacher-led. Staff feel this is due to having to get through the huge subject and examinations content. For students this could be demotivating and affect outcomes. Evidencing progress and achievement is a challenge esp for Cloud based subjects. There needs to be a shift of mindset of both teachers and students to evidence the progress and outcomes. Students were all very focused on tasks which were set by teachers. To achieve higher level outcomes students need to demonstrate more thinking and problem solving skills through opportunities scaffolded in lesson plans through differentiation by outcome. The pace of students' individual learning is then linked to the rate of completion of assignments. The UTC could utilise the EQP work to demonstrate that independent thinking is part of the normal learning experience. There is an increased number of adults in class supporting students at risk of underperforming. Leaders have recruited qualified maths teachers as TAs to support in maths but pay more than the market rate for TAs to gain a better quality of support. For Year 10 target setting and students' knowledge and understanding of their targets remains variable. Now leaders should use student progress data to make accurate triangulated judgements about teaching and learning and to confirm judgements about the teaching profile across the UTC. By expecting and assuming better than good progress to the end of KS4 and backward mapping the progress trajectory to the start

	of Year 10 leaders should have a clear understating of what needs to happen for current Year 10 to reach high levels of performance. Currently there is a spikey data profile for Year 10. With interventions in Maths and English as well as setting in English, Maths, Science plus QTS TAs in En and maths. Basics indicators are currently at 69% G5+against a target of 88%. Leaders are confident in the accuracy of the predictions esp in English but are less confident about Maths. Targets are high and aspirational based on student data prior attainment. For Year 11 the professional prediction of Attainment 8 last term was 56.6 (Nat 48.5). With the extra teaching time, good teaching in English, Engineering, and projected improvements in Maths and Science should bring students' projected outcomes up to target. Governors need to continue to examine and explore how they monitor performance and challenge middle leaders in relation to the quality of teaching and learning, student outcomes and progress across the school and especially in Maths.

This page is intentionally left blank

Surveys

Dan Cundy. 29th November 2017.

Student and parental surveys were conducted in October using Goole Forms. This online system collects and presents live data which can be simply and quickly analysed and presented. Both surveys will be conducted each term, with an analysis of change over time to be conducted. The survey questions are constructed to be in line with Ofsted Parent View and student survey questions so give UTC leaders a good benchmark against inspection questions.

Initial survey results from both parents and students have been positive. Student voice activities are in place to listen in more depth to the feedback received, in particular in regard to areas which could be improved. Actions taken so far include a revision to the rewards strategy to ensure students from all year groups are represented.

This page is intentionally left blank

South Bank Engineering UTC

Parent/carer survey. October 2017

design. engineer. innovate

Our parents/carers told us

[The course(s) chosen meet my child's needs]
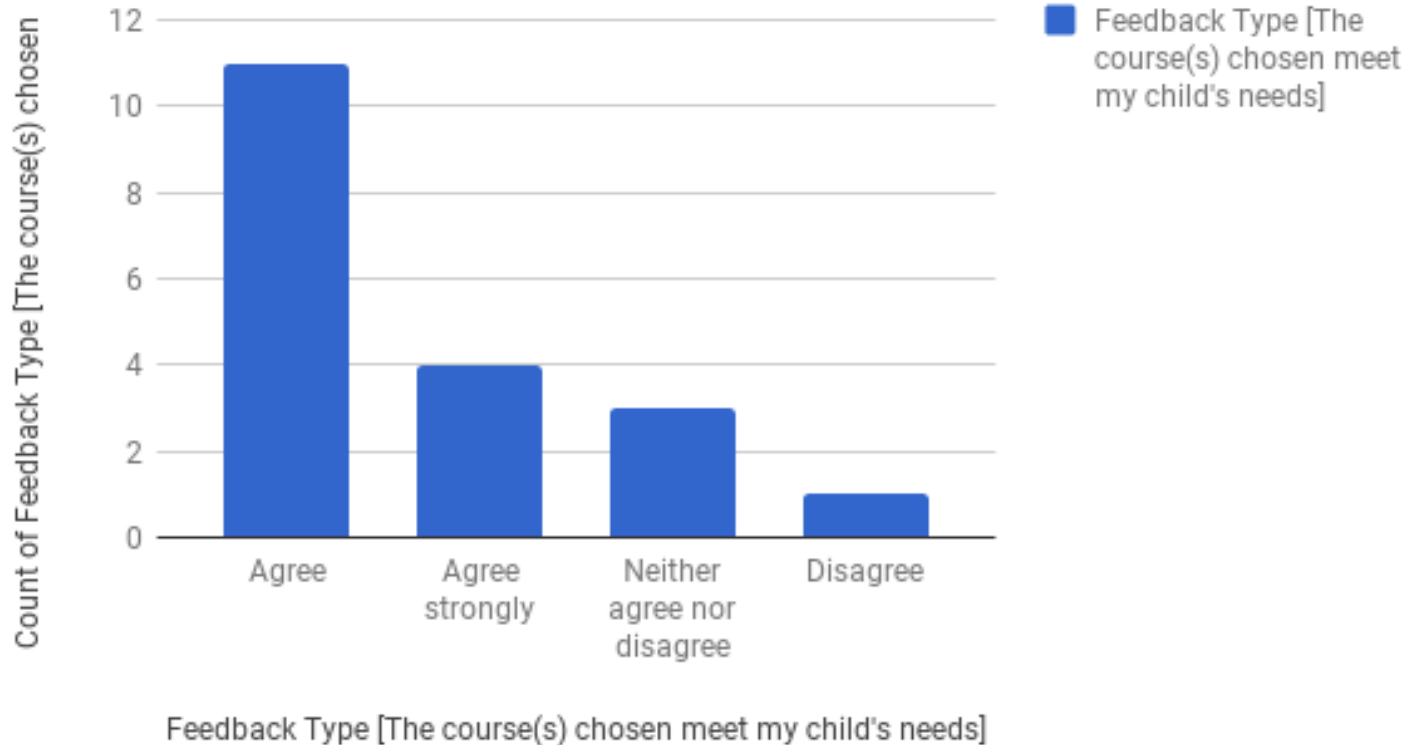
Our parents/carers told us

Count of Feedback Type [My child receives the support they need to help them to progress]

Feedback Type [My child receives the support they need to help them to progress]

Feedback Type [My child receives the support they need to
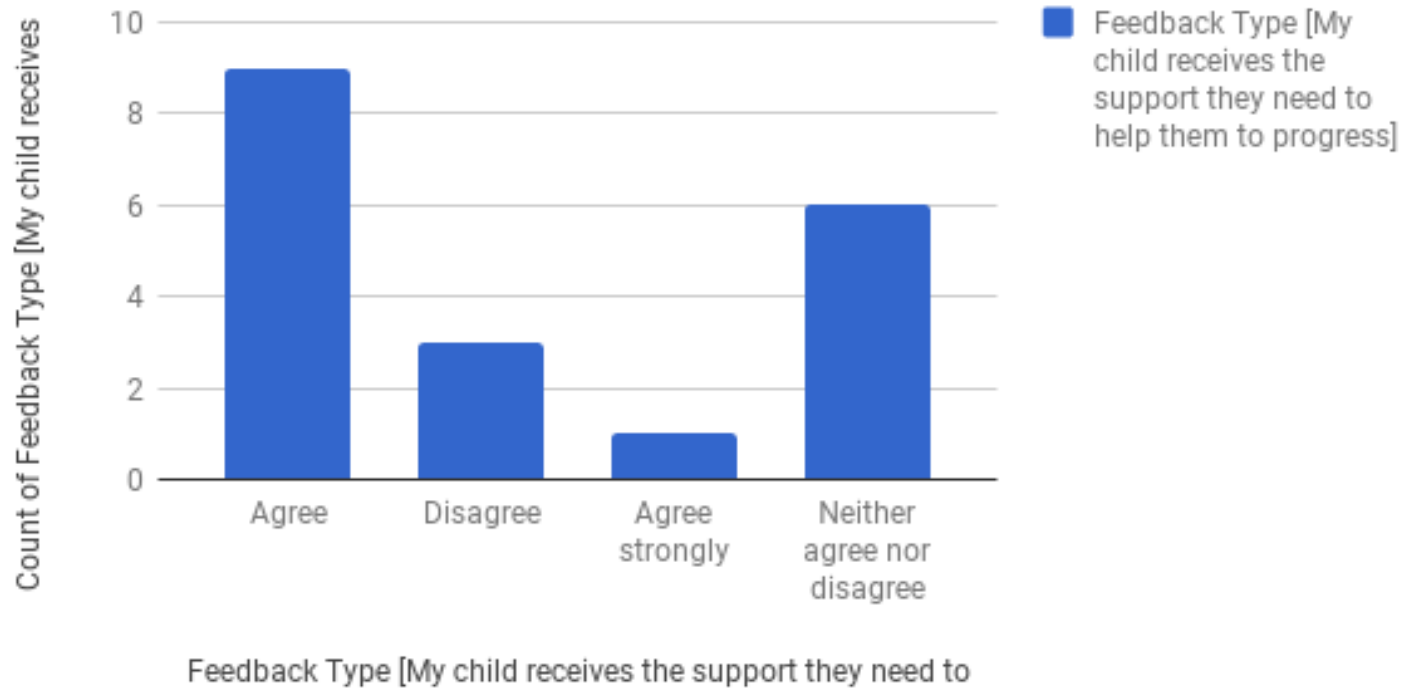
Our parents/carers told us

[My child is treated fairly]
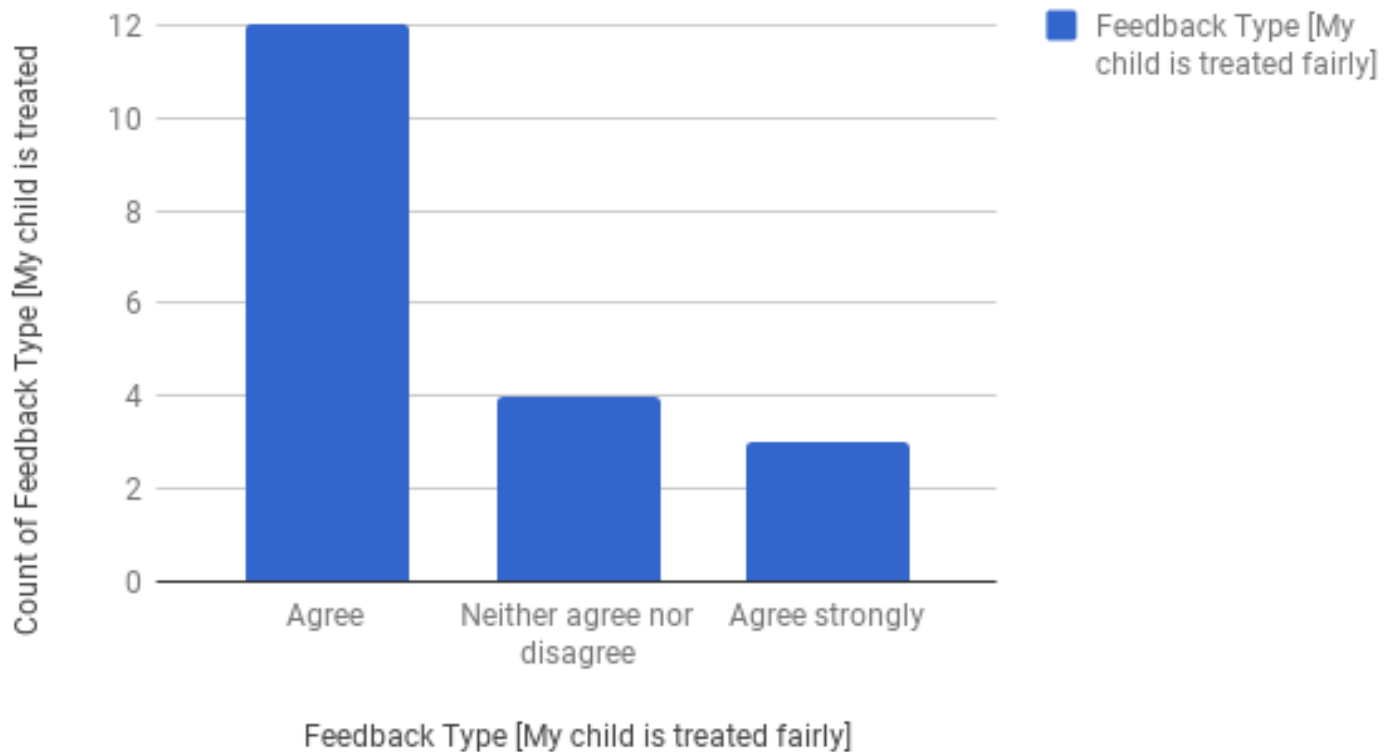
Our parents/carers told us

[The lessons/training sessions are well taught]

Feedback Type [The lessons/training sessions are well taught]
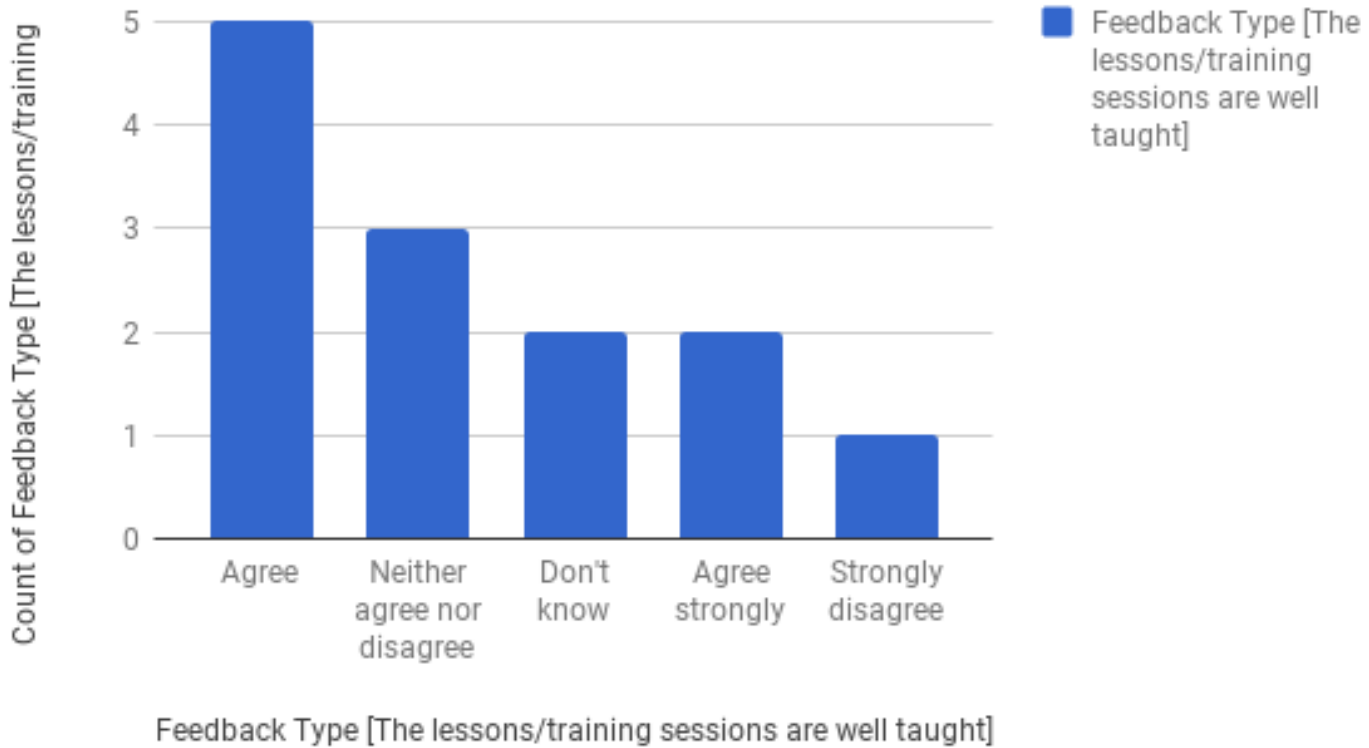
vur parents/carers told us

[My child's work is assessed regularly]
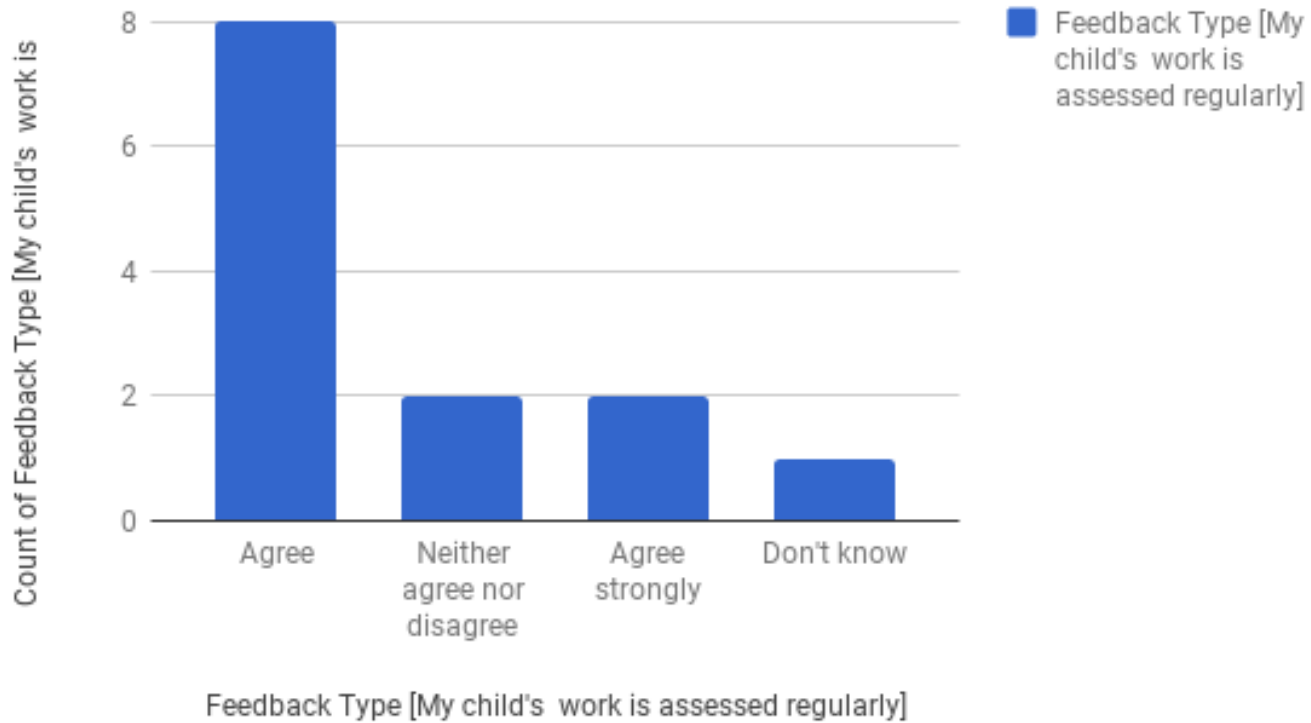
Our parents/carers told us

[My child is given feedback that helps them to improve]
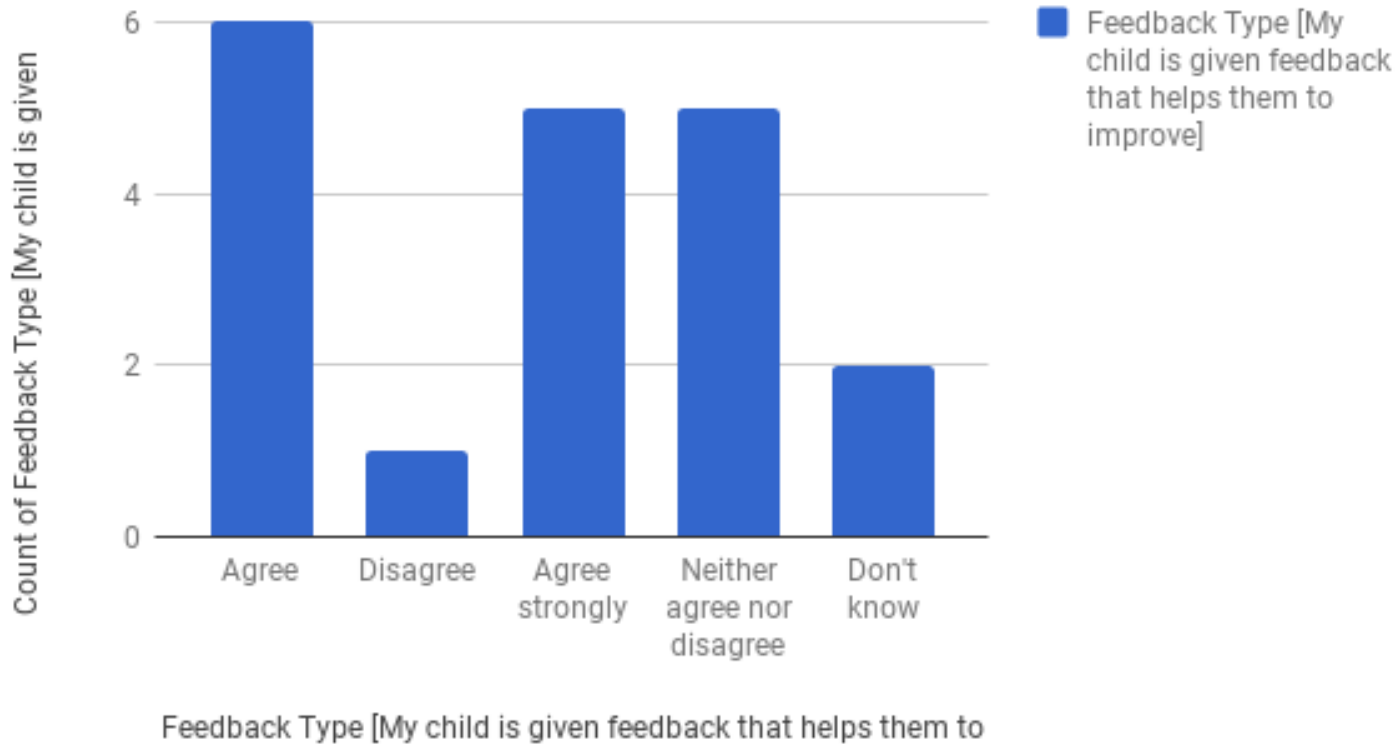
Our parents/carers told us

[My child's course is preparing them for their chosen next steps (this may be in to employment, another course,

Feedback Type [My child's course is preparing them for their chosen next steps (this may be in to employment, another course, university and so on.)]

Feedback Type [My child's course is preparing them for their
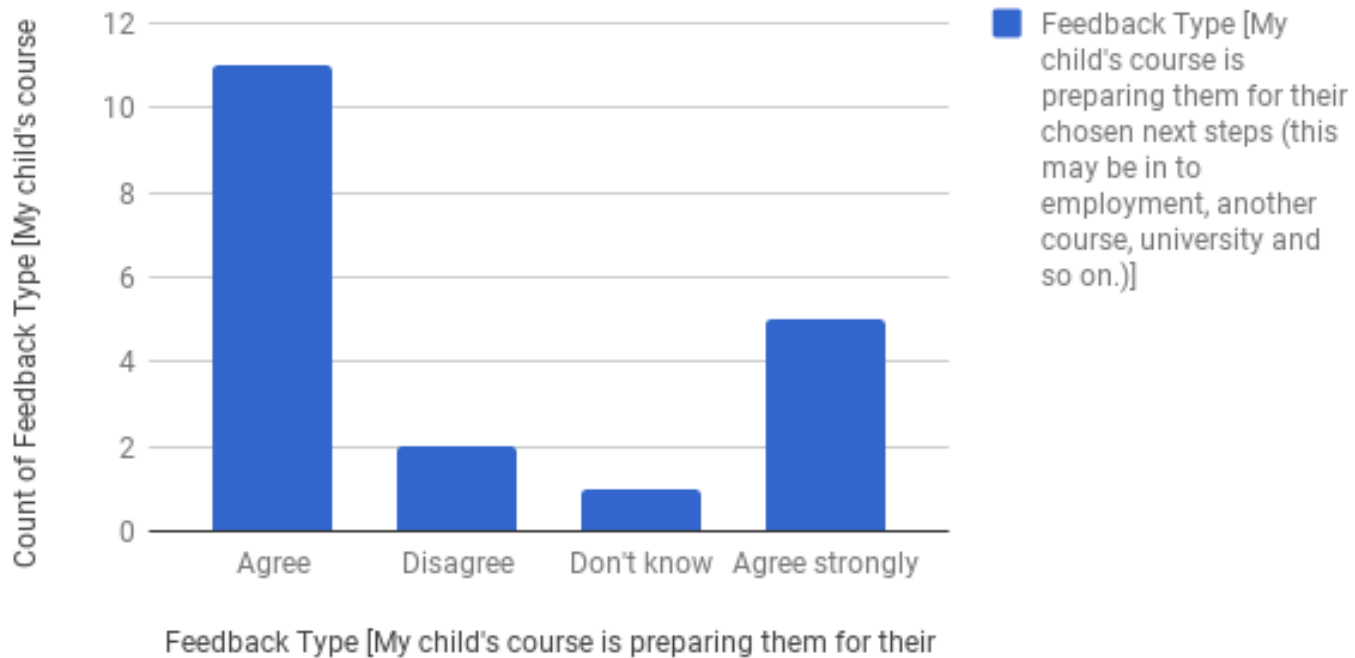
Our parents/carers told us

[My child is enabled and empowered to use technology and online resources to support their learning]

Feedback Type [My child is enabled and empowered to use technology and online resources to support their learning]
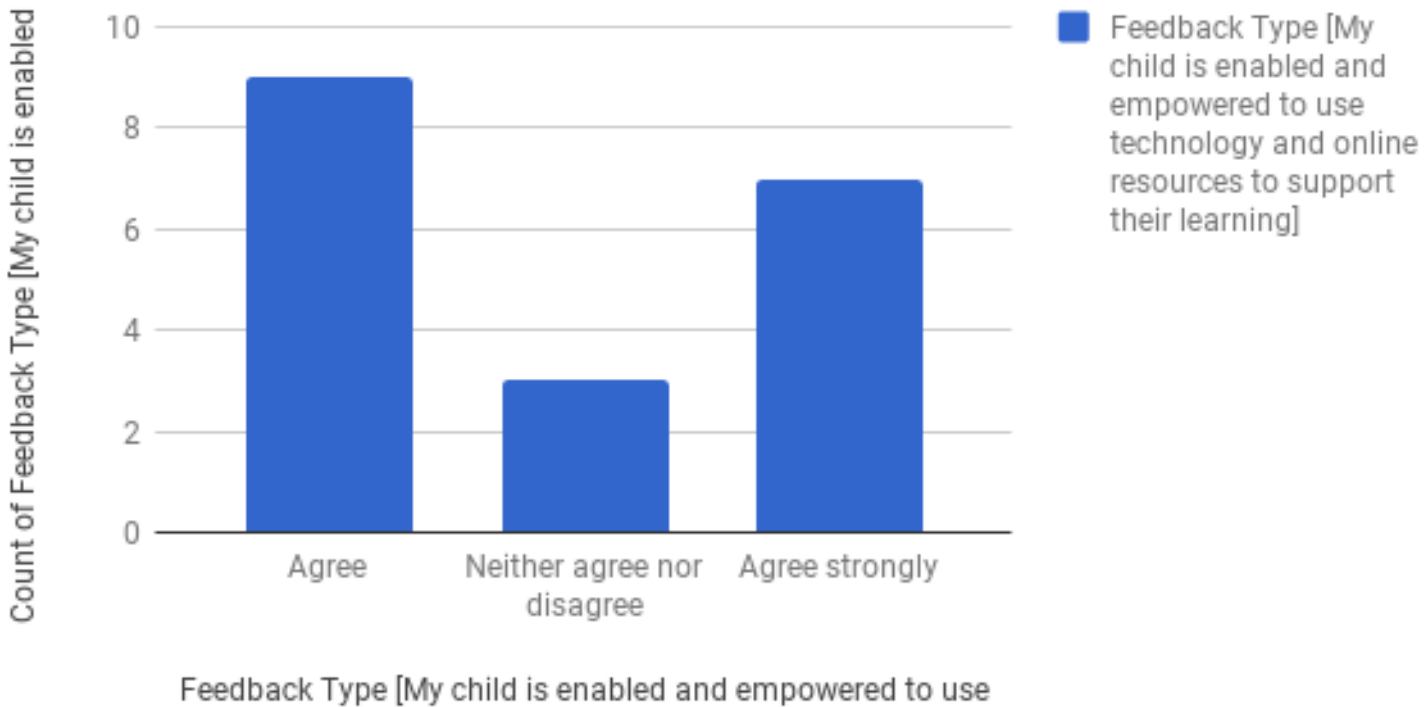
Our parents/carers told us

[My child feels safe at the UTC]

Feedback Type [My child feels safe at the UTC]
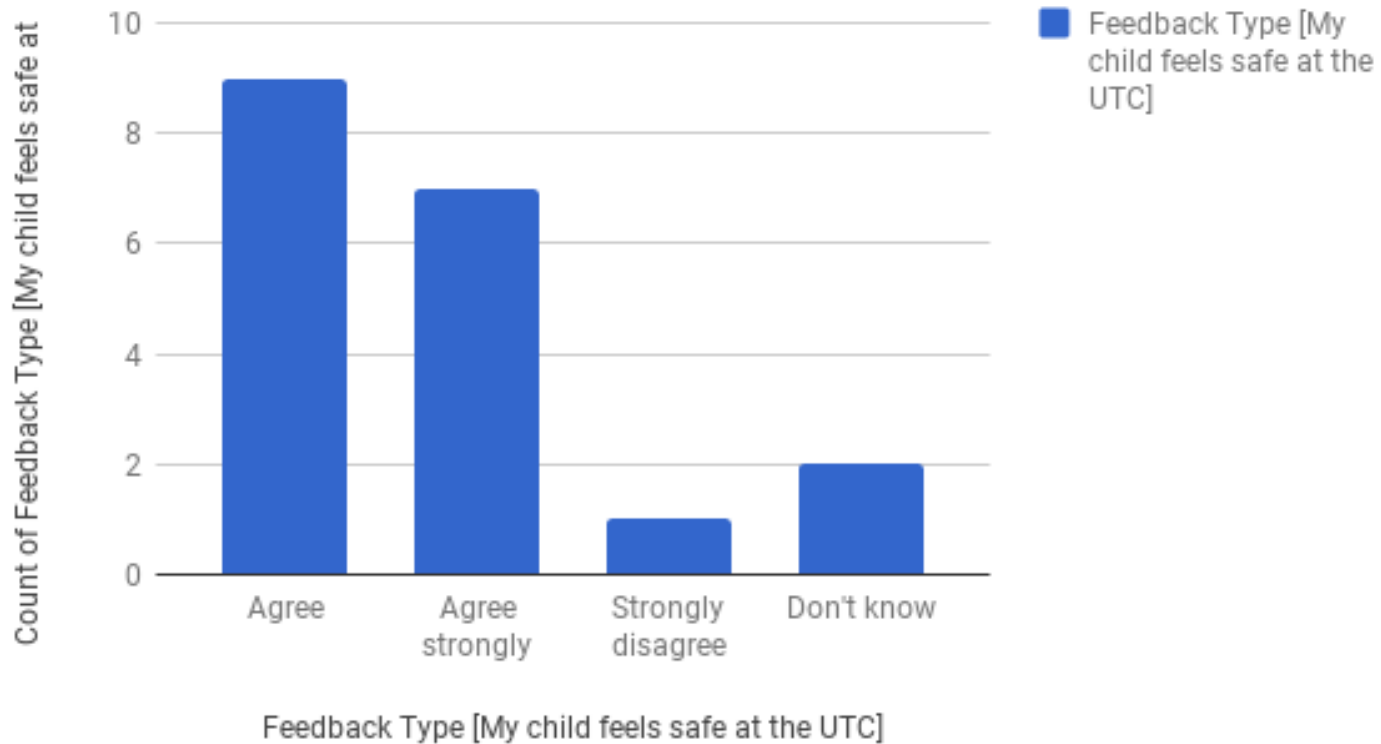
our parents/carers told us

[I feel I have a voice at the UTC]

Feedback Type [I feel I have a voice at the UTC]
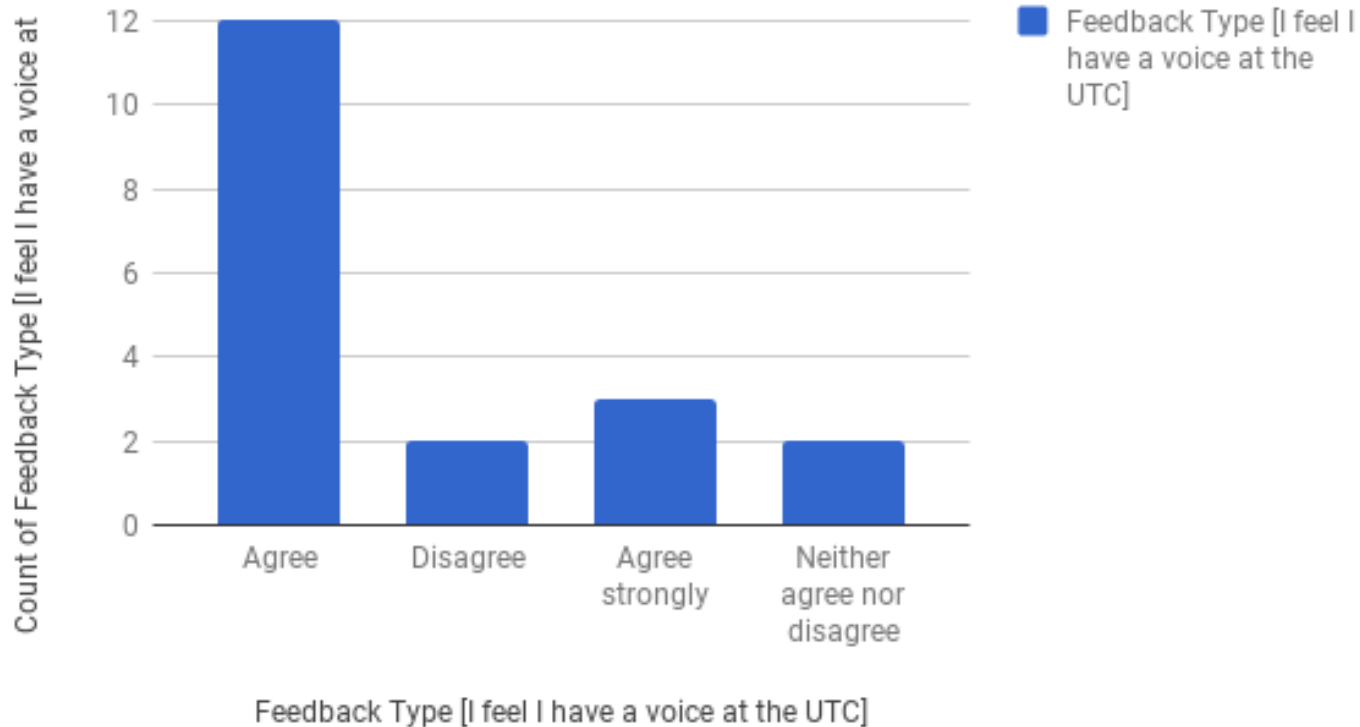
...ur parents/carers told us

[My child is happy at the UTC]

Feedback Type [My child is happy at the UTC]
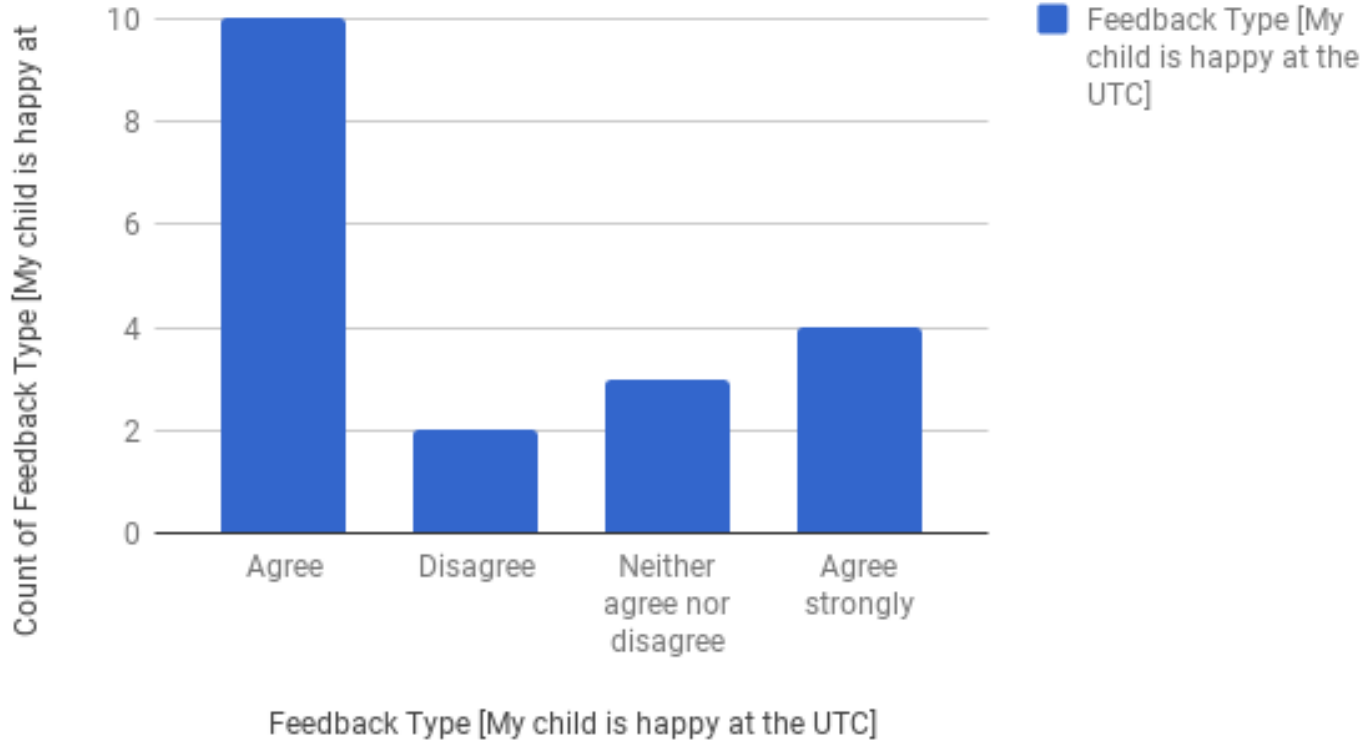
What do you like best about the UTC?

'The encouragement that the provides to my child and the staff to parent contact'

'Students are given the best resources in order for them to succeed'

'The focus on STEM & engineering & links to industry'

'The treatment and respect afforded to the young people'

'They are treated as young people and not children'

'The teachers make my son feel comfortable and well equipped to learn'

'The students are being taught well and parents are informed of their child's academic progress regularly'

'The link with employers and specialist curriculum'

This page is intentionally left blank

South Bank Engineering UTC

Student survey. October 2017

design. engineer. innovate

Our students told us

I receive the support I need to make progress
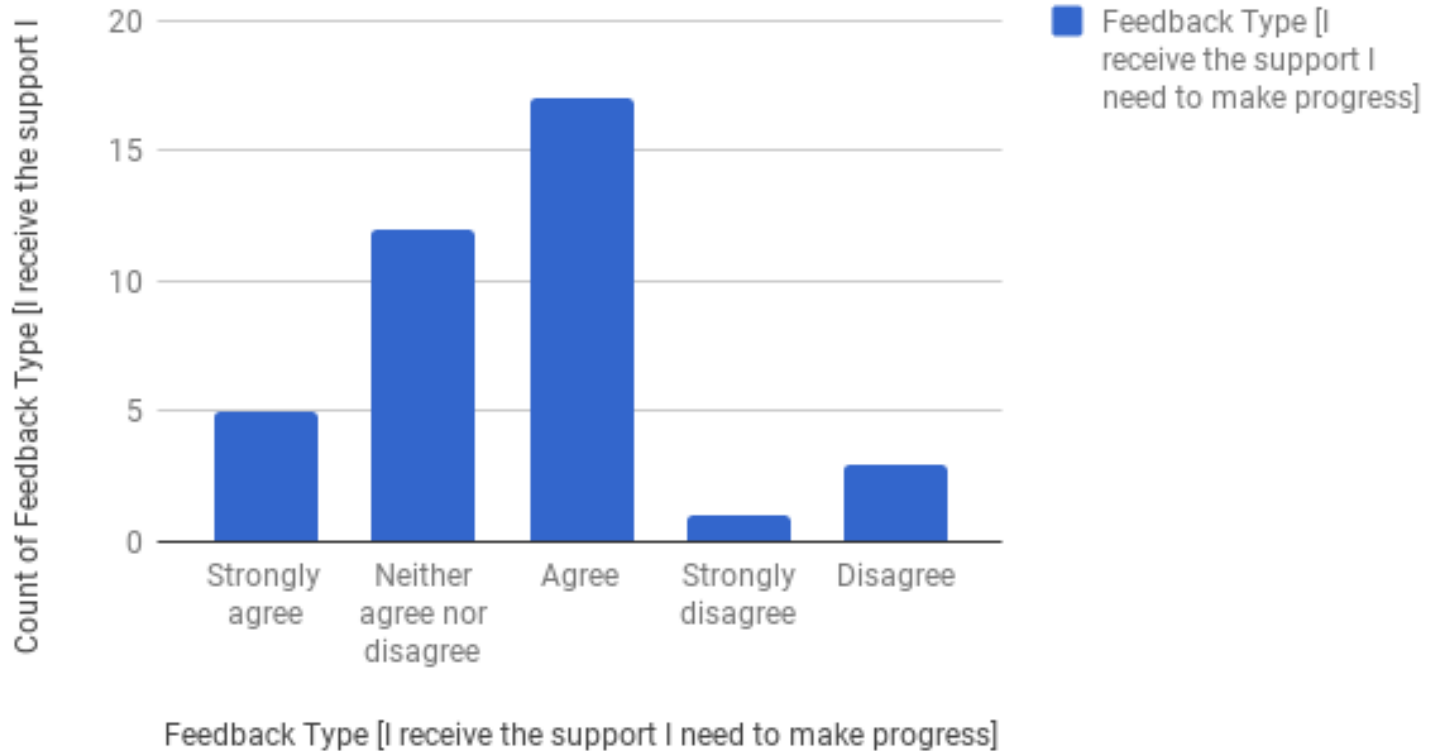
Our students told us

[I am treated fairly]
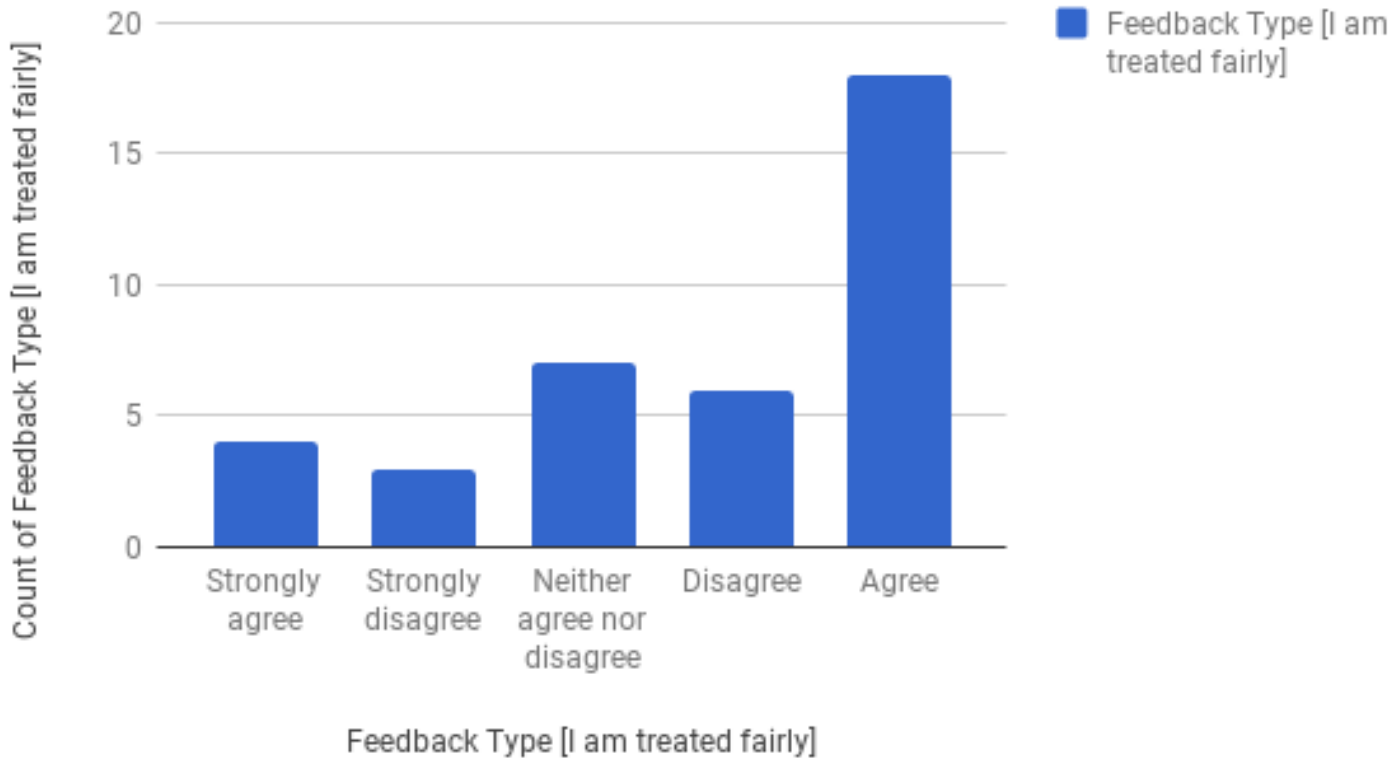
Our students told us

[My lessons are well taught]
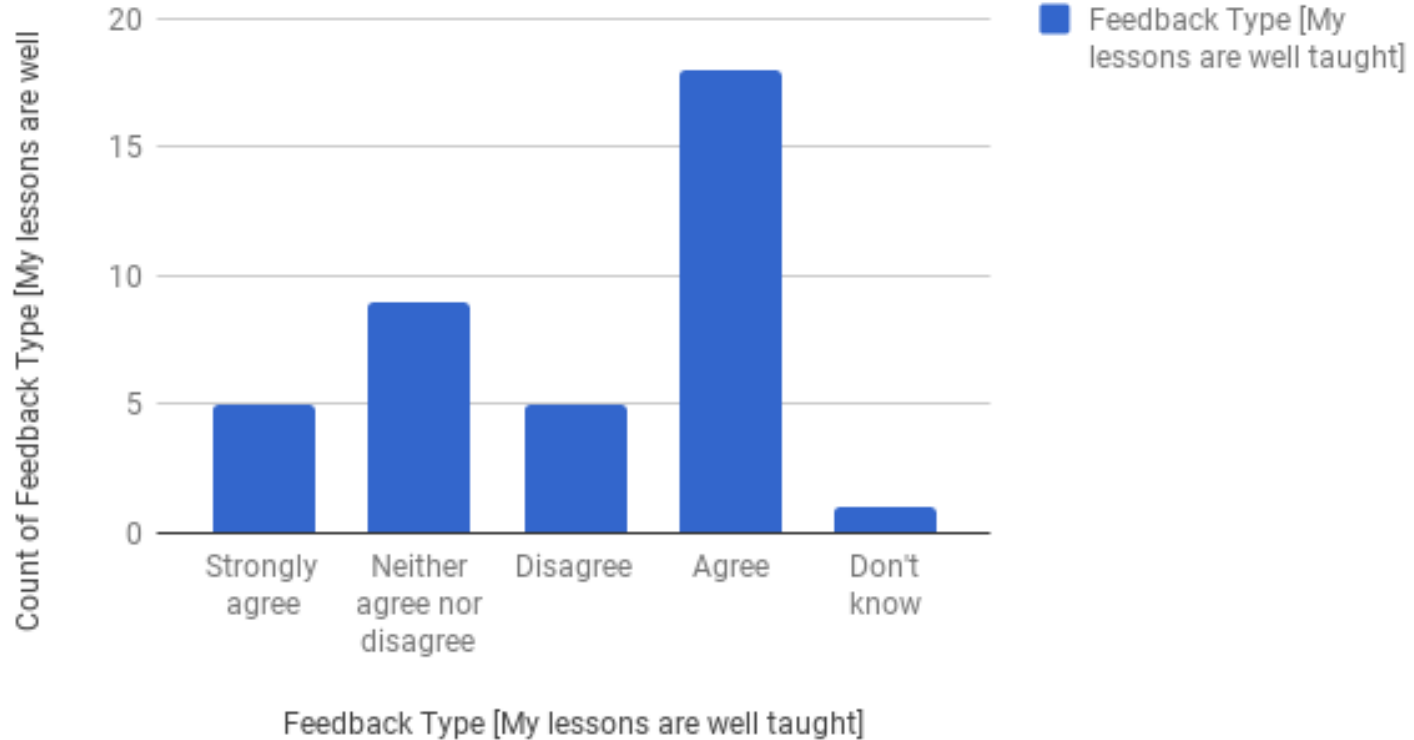
Our students told us

[My work is assessed regularly]
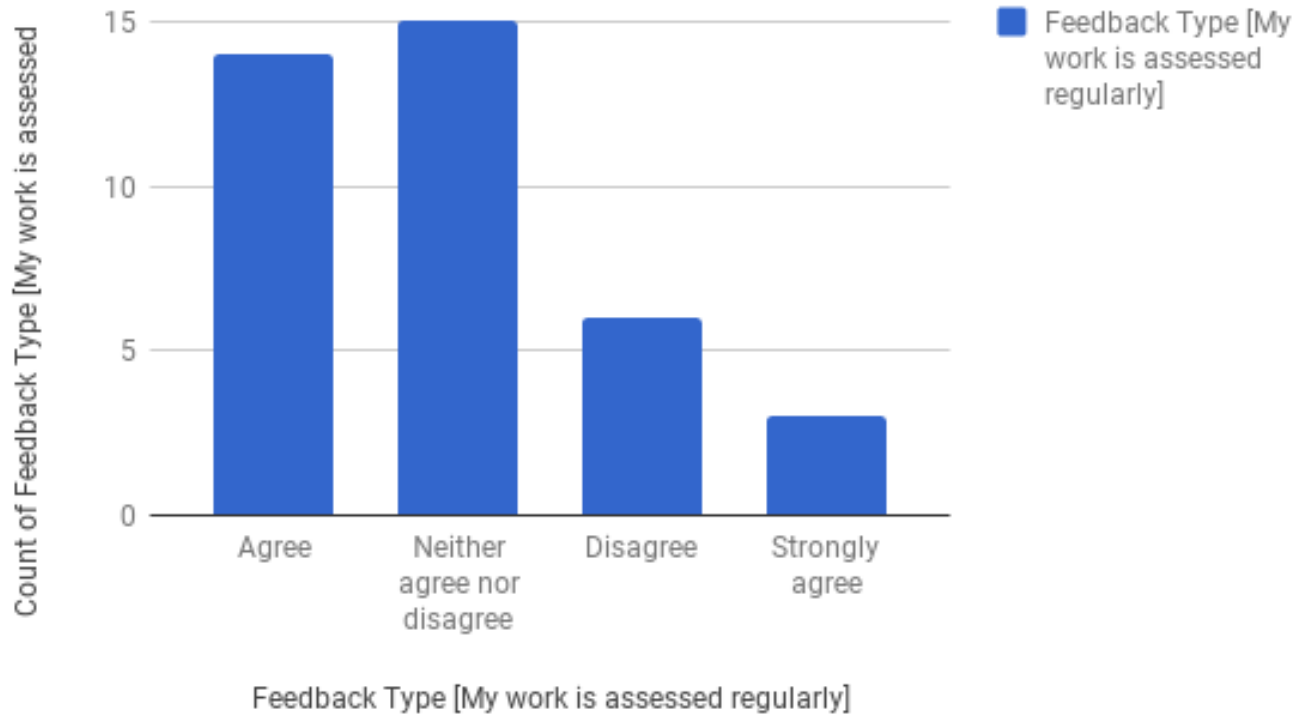
Our students told us

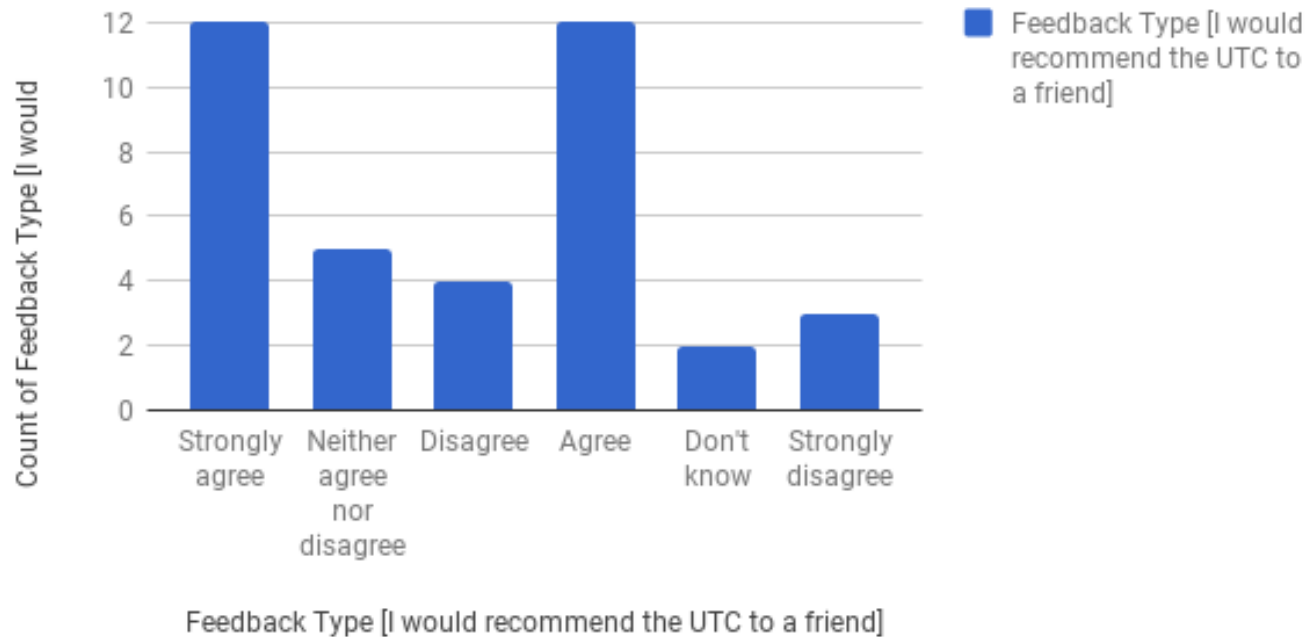[I receive feedback which helps me improve]
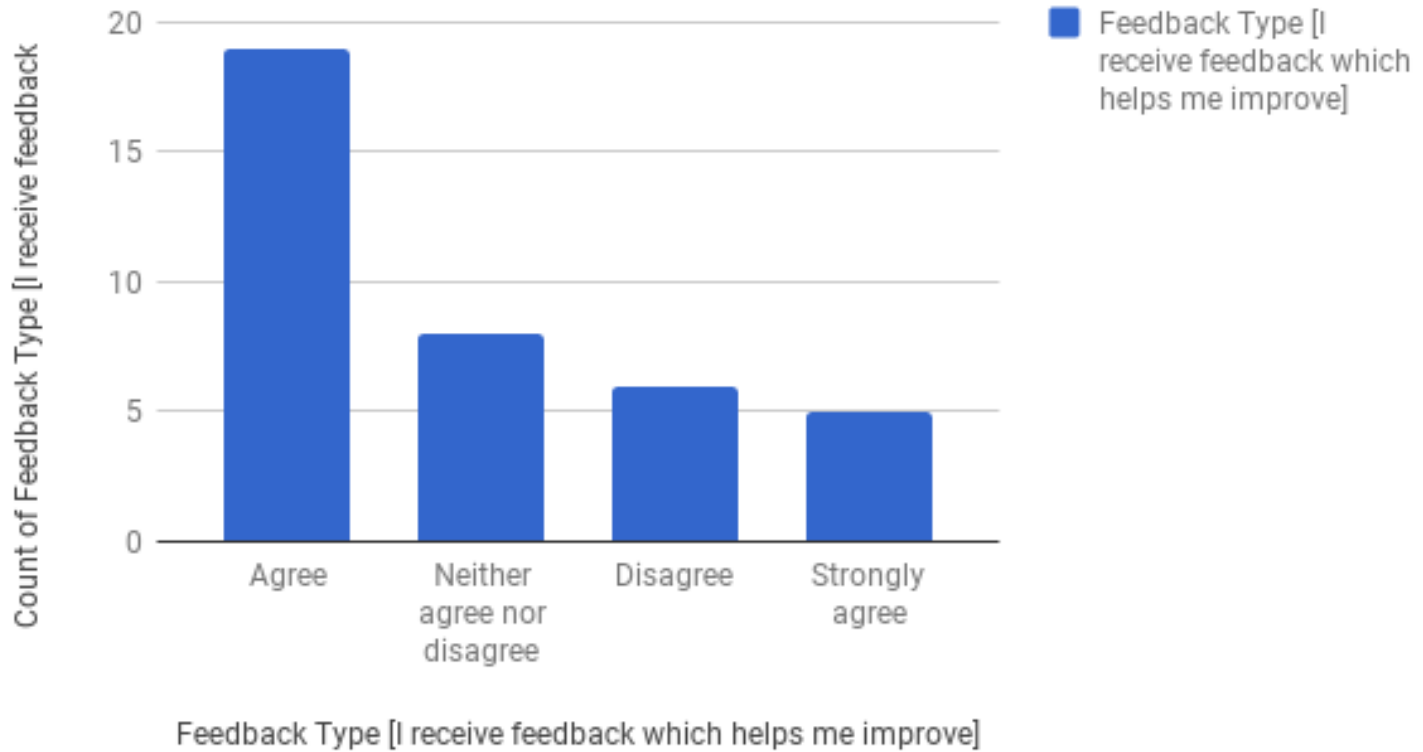
Our students told us

[My course is preparing me for my next steps]

Feedback Type [My course is preparing me for my next steps]
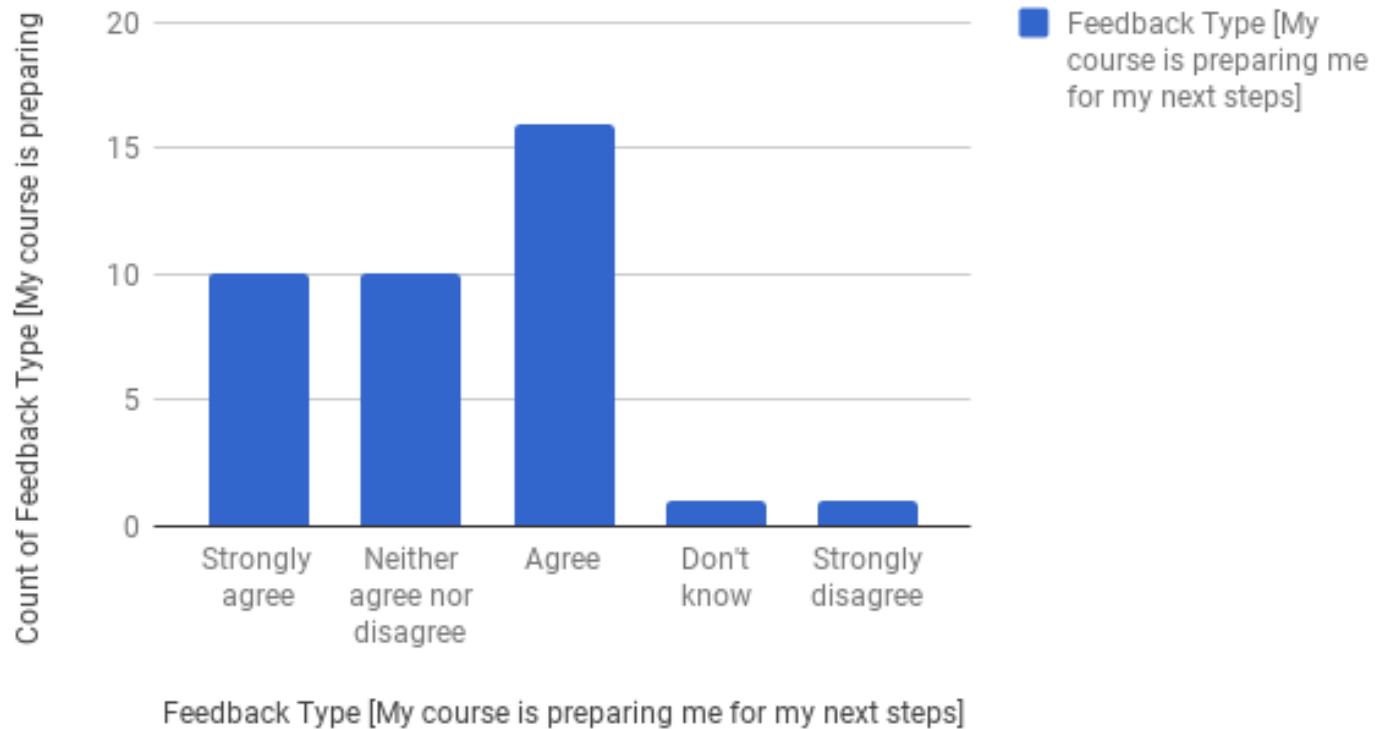
Our students told us

Count of Feedback Type [I would recommend the UTC to a friend]

Feedback Type [I would recommend the UTC to a friend]

Our students told us

[I am enabled to use technology to enhance my learning]

Our students told us

[I feel safe at the UTC]
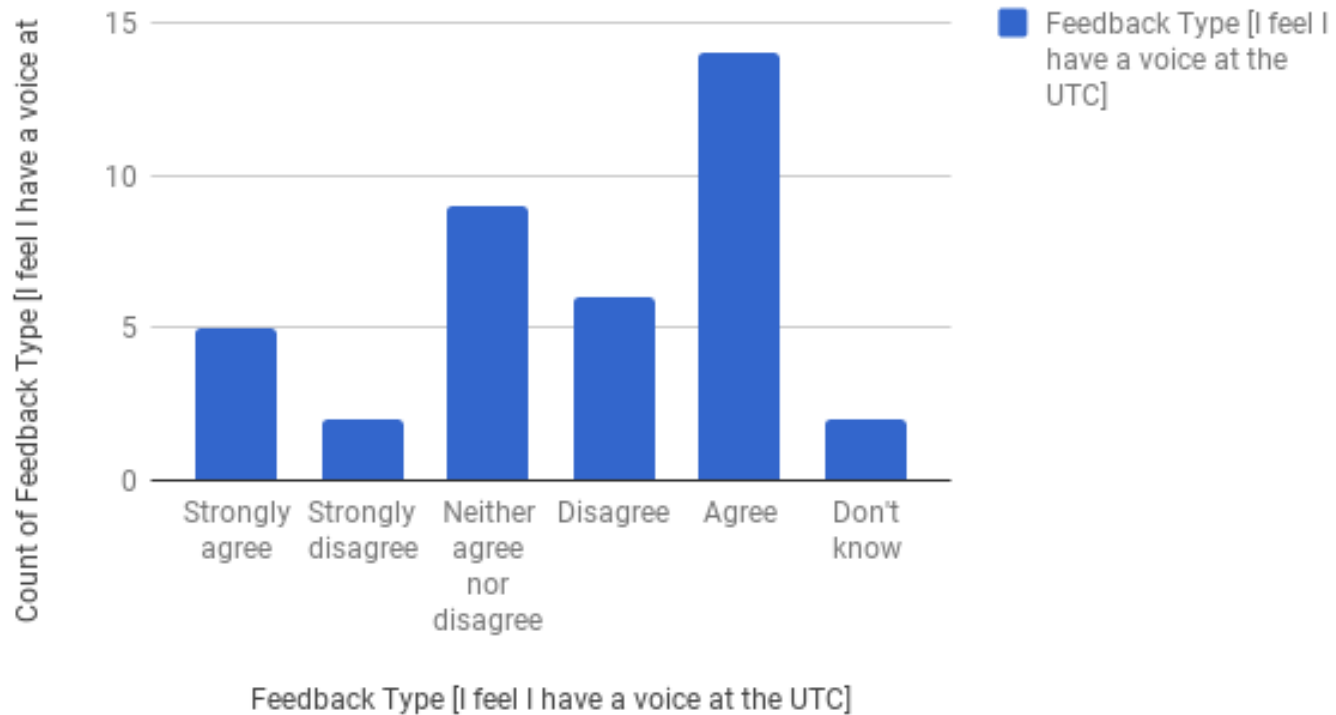
Our students told us

[I feel I have a voice at the UTC]
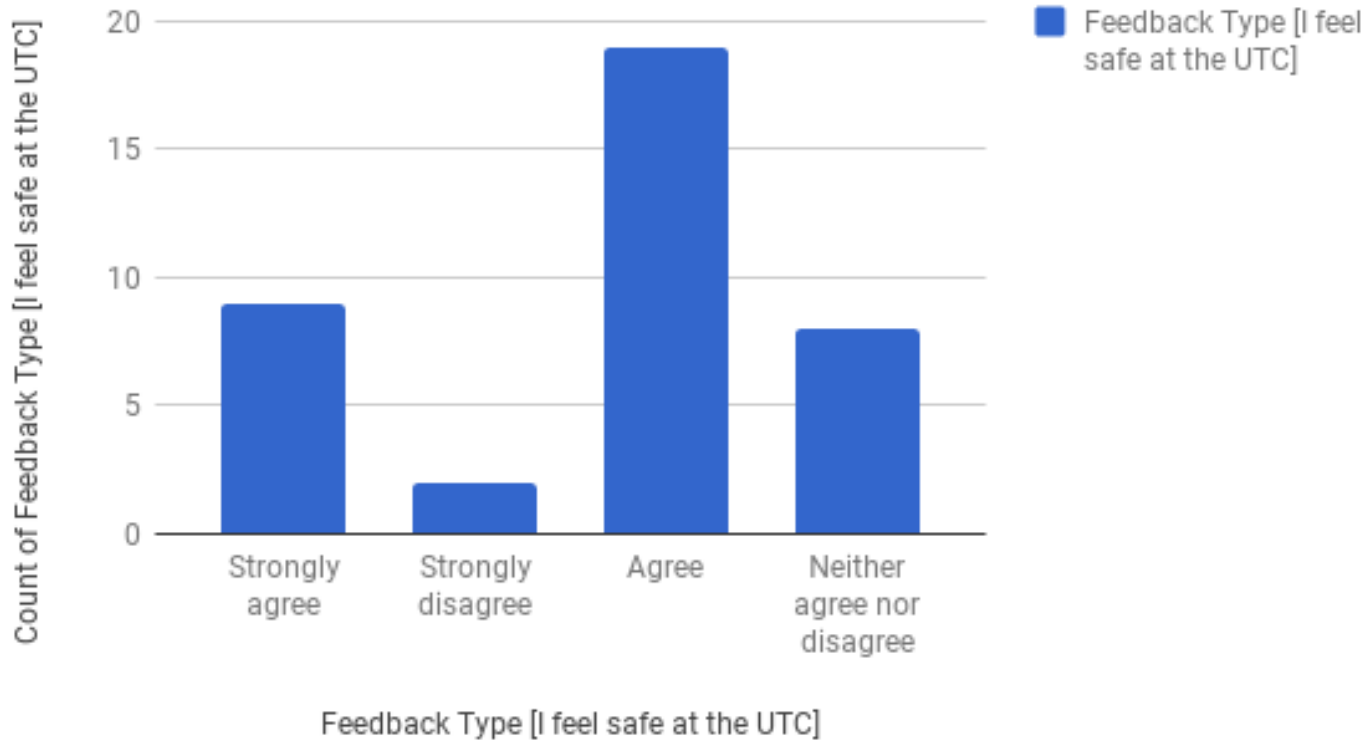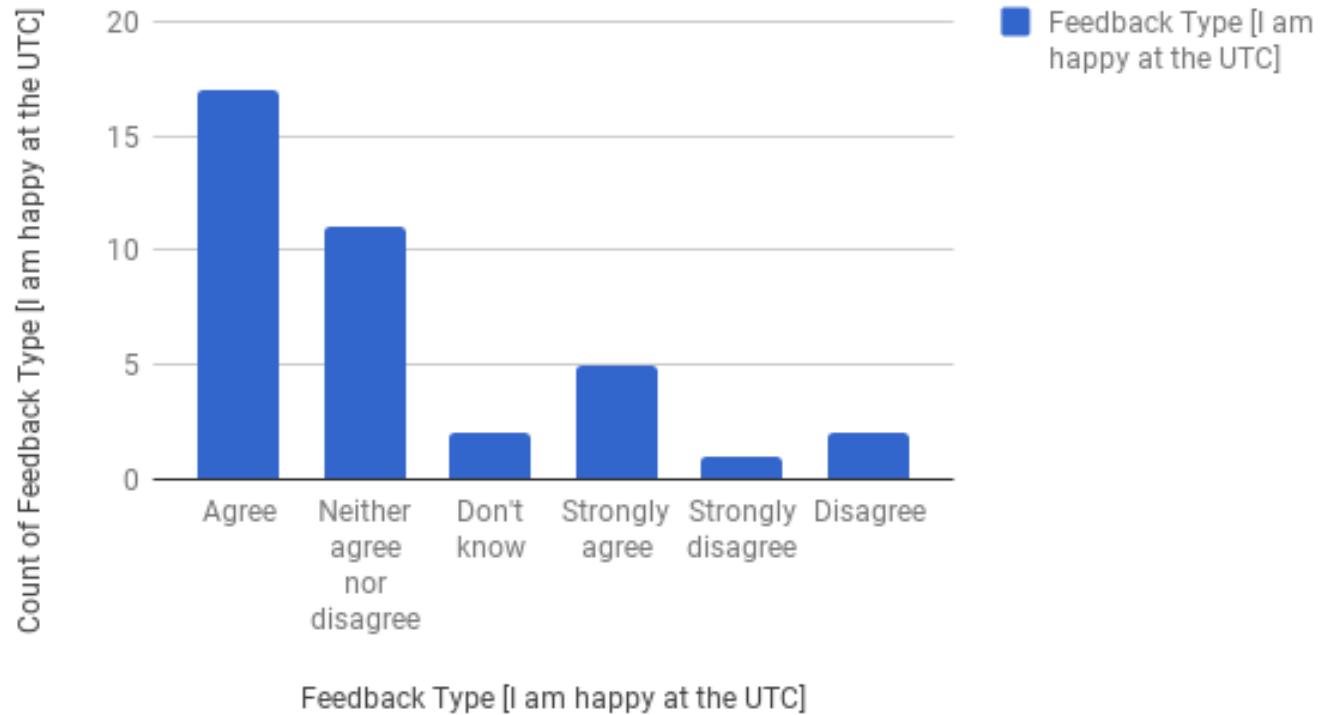
Feedback Type [I feel I have a voice at the UTC]

Our students told us

[I am happy at the UTC]

what do you like best about the UTC?

'The unnecessary subjects that are implemented into a normal curriculum are eliminated so that we can focus on the subjects that really matter in the world (STEM).'

'The resources'

'You are treated like a professional'

'The learning environment'

'The UTC provides good resources and knowledge to learn from which I know can be used in my later life'

'We can use technology to enhance our knowledge'

Professional conduct and expectations for teachers and students. '

'The support staff are very supportive'

'We are allowed to use our phones and have more freedom and we get a say in what happens in the school.'

'The food'

This page is intentionally left blank

	CONFIDENTIAL
Paper title:	Discussions at subcommittees
Board/Committee	South Bank Engineering UTC Local Governing Body
Date of meeting:	6 December 2017
Author:	Alexander Enibe, Clerk
Purpose:	To update the LGB
Recommendation:	To note

Executive Summary

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

Summary of Committee discussions

Learning and Teaching Committee – 22 November 2017

The committee discussed:

- The process of gathering predicted and assumed grades, and the use of case studies. The Principal agreed to use case studies in the next report of the 7 February 2018.
- The interventions agreed at the previous meeting. The committee requested to see the outcomes of the interventions at the next meeting of 7 February 2018.
- The learning areas report. The committee agreed that funds should be provided in the budget to recruit an engineering teacher, which is desperately needed. A new maths teacher is due to start in January 2018.
- An update on student attendance & progress.
- The employer partner inputs. Skanska is introducing the UTC to new construction companies.
- Students' conduct, attendance and exclusions. The Principal is taking measures to reduce lateness at the UTC.
- The terms of reference.

Finance and General Purposes Committee – 22 November 2017

The committee discussed:

- An update on the Staff pension scheme.

- Financial management report and adjusted budget. The committee requested for a separate report showing where the last year's surplus was spent in the budget.
- The committee recommended the revised budget to the LGB subject to clarification on the legal and compliance requirements on spending surplus.
- The pupil premium expenditure. The Principal to present 2017/18 pupil premium report at the next meeting, including what the pupil premium has been spent on.

South Bank Engineering UTC

Governors' Visit Report

Name	*Ian Brixey*
Date of Visit	*29th September 2017*
Focus of Visit	*Industry engagement discussion with DC and Linda Lang of BDT; Teacher Training Records Inspection; View new building in operation; Start to meet new staff; Check the necessary Industry Projects are in hand.*
Classes/staff visited	*Walk around with Principal Dan Cundy and introduction to new staff and say 'Hello' to existing staff in their new building.*

Summary of activities e.g.observing classes, talking to staff and pupils, looking at resources, had lunch etc.
Maths, chemistry and computer classes briefly visited. Observation of study activity, student movement within the building and had lunch.

What I have learned as result of my visit
- *Positive feedback from BDT regarding the quality of Industry engagement at SBE UTC and additional ideas around Health plus contacts to be made with other industry partners was given.*
- *The new building is looked upon very favorably so far by the staff that I spoke to about this.*
- *Prevent and Safeguarding Training records for staff appear to be in place.*
  - *All 24 Staff signed as having received and read the latest KCSIE guidance at start of this current term.*
  - *All 24 staff including admin had latest Prevent training on the 5th September 2017*
  - *22 Staff excluding admin staff had updated Safeguarding training on the 6th September 201, apparently admin staff only require this training every two years.*
- *Kam Bains, Vice Principal says that he is satisfied that Industry Projects are in hand and will ask if Industry Governors are required to provide 'push' in any areas.*
-

Positive comments about the focus
- *Industry engagement appears to be good compared with some of the best based on BDT feedback.*
- *Training appears to be recorded appropriately.*
- *The new building space and feel is working well so far notwithstanding teething issues and snagging items.*
- *Students appeared to be generally well behaved around the building and some discipline interventions were observed being applied appropriately.*

Aspects I would like clarified / questions I have

I suggest the training records are consolidated onto a single record (spread sheet) which contains the full list of staff names at a point in time and noted in separate columns those who have received training on specific dates. This would make a review of training easier especially as time passes and the team grows.

Ideas for future visits

To be advised – fellow Governors to suggest areas of focus for future visits.

Any other comments

None

Signed _____ (Governor)   Signed _Dan Cundy_____ (Headteacher / Coordinator)

This page is intentionally left blank

South Bank Engineering UTC

GOVERNORS' VISIT FORM

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

Name of Governor: Ed Arthur

Date of Visit: 03/10/17

Proposal for Visit (agreed in advance with Principal):
See the building and the facilities
Meet students and staff
Visit lessons and see learning in action

General comments or observations on what was observed:

Students were well behaved and appeared to be studious and engaged in what they were doing. 6th form students have autonomy over what they do, and seem to act responsibly within their study periods. Classes on the whole seem to be relatively small allowing for good personalised support for students (though year 10 were out when I visited).

Teachers appear to have good control over their classes and are respected by students. There are a lot of teachers undergoing training, which seems to be effectively managed with the Principal taking responsibility for teacher training.

The building is very well designed with good sized classrooms, excellent IT and engineering facilities. It currently has a slightly empty feel about it (largely due to white wash wall) but students have been picking out quotes and pictures to go on the walls which will help add character. They are currently making good use of community facilities (eg Brixton rec) and will benefit enormously when the site is fully finished and operational.

Was the purpose of your visit achieved? Please comment:

Yes, I have developed a much clearer understanding of what happens in the school through walking round the school, popping into lessons, and chatting to Dan. When I next visit I'd like to spend more time with students, exploring their views on the school.

Signed: Ed Arthur   **Date:** 03/10/17

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

This page is intentionally left blank

South Bank Engineering UTC

Internet safety report

Dan Cundy. 29th November 2017

A key element of the UTC's way of working includes the extensive use of connected devices. These include the UTC's own fixed and mobile computing in addition to a large number of students' own devices which are connected via a BYOD (Bring Your Own Device) policy.

All connections to the UTC's internet are controlled. Through the UTC's computers there is a sign-in protocol and through BYOD the UTC is aware of which students are connecting through which device. Permissions to access the internet can be monitored and disconnected at any time remotely through North Pallant, our ICT support company.

All access to the internet runs through the UTC's filtering software. For example, all access to social media including Facebook and Twitter is filtered. Particular search terms in search engines are also filtered.

All students have signed up on joining the UTC to an Acceptable Use of ICT Policy. This outlines for students how they are expected to conduct themselves on the internet.

All students have received training on safe behaviour online: for example recently in CPD workshops organised by our Safer Schools Partnership police officer, PC Jodie Blackmore. They have also completed CPD and attended assemblies on internet footprints, privacy and on countering extremism.

Incidents of inappropriate use of technology are rare and are managed successfully at the UTC. There have been no recorded instances of extreme or pornographic information being accessed by students. There has been one incident this year of inappropriate use of social media (with a student sharing a video taken off-site) which was dealt with swiftly and decisively by the pastoral team.

This page is intentionally left blank

South Bank Academies

	CONFIDENTIAL
Paper title:	Finance Report to 31st October 2017
Board/Committee:	South Bank Engineering UTC LGB Meeting
Date of meeting:	6th December 2017
Sponsor:	CEO
Author:	Claire Viner
Purpose:	Information
Recommendation:	To provide information and prompt questioning from the committee

Executive Summary

The purpose of this report is to provide information to the South Bank Engineering UTC Local Governing Body regarding the UTC's financial position.

Information on the following is provided;

- Current forecast
- Analysis of forecast income and expenditure
- 2016/17 accounts

The information should provide assurance of the Academy's financial position and future plans and also provide enough data for questioning.

South Bank Academies

The table below shows the current financial position for the financial and academic year 2017/18.

Current Forecast for Academic Year 2017/18 (as at the 31st October 2017)						17%	
Percentage of Academic Year passed = 17%							
Income	Current	Forecast	Budget	Variance	Current / Forecast %	Comparison Last Year Current/ Forecast %	Comment
GAG Income	191,922	1,445,883	1,459,003	13,120	13%	17%	PNA -£13,120
Start Up Grants	81,750	182,500	182,500	-	45%	79%	On Target - Start Up Grants are Front Ended
Other Government Income	2,649	51,895	74,700	22,805	5%	0%	Pupil Premium (Actual) + SEN (tbc)
Other Income	7,228	52,829	39,455 -	13,374	14%	22%	Catering, rates relief, interest
Transition Funding		23,399	200,000	176,601			Pupil number clawback
Capital Grant	0	0	0	-	-	0%	
Income Total	**283,549**	**1,756,506**	**1,955,658**	**199,152**			
Expenditure	Current	Forecast	Budget	Variance	Current/F orecast %		Comment
Teaching Salaries	140,474	842,844	888,260	45,416	17%	16%	Reviewed salaries Oct 17
Other Salaries	52,349	314,098	413,400	99,302	17%	14%	Reviewed salaries Oct 17
Other Staff Costs	12,000	62,000	78,267	16,267	19%	16%	Reduced bonus reserve
Building Maintenance & Occupancy Cos	16,953	136,476	134,476 -	2,000	12%	8%	Added telephone charges
Curriculum Budgets	6,000	55,000	55,000	-	11%	14%	On Target
Consultancy/Professional Services	0	37,000	37,000	-	0%	0%	Central Services Costs Paid in Full
Catering Costs	14,377	86,260	86,260	-	17%	17%	On Target
Exams	0	25,750	25,750	-	0%	0%	No Exam Costs to date
IT Costs	0	40,000	73,540	33,540	0%	4%	Reduced IT requirements due to new build
Capital Costs	0	0	0	-	-	0%	New build
Central Services Cost	11,435	68,612	68,612	-	17%	0%	On Target
Other Costs	10,952	78,612	78,612	-	14%	24%	Marketing, staff benefit, bank charges
Expenditure Total	**264,540**	**1,746,652**	**1,939,177**	**192,525.00**			
Surplus/(Deficit)	**19,009**	**9,854**	**16,481**	**6,627**			
	7%	0.6%	0.8%				

Notes:
Variance Column: A positive number indicates a better forecasted financial result against the original budget
A negative (bracketed) number indicates a poorer forecasted financial result against the original budget

Forecast Analysis

Income

Income is less than the Initial Budget. GAG income has been reduced by £13,120 due to Pupil Number Adjustments.

Start-up grants are 'front ended' towards the start of the year.

Pupil Premium was estimated in the Initial Budget. We now have accurate figures which show £22,805 reduction. Pupil Premium funding runs from April to March and is therefore correct to March 2018. Apr–Aug 18 is currently estimated based on the current figure of £935 per student.

Transitional Funding was budgeted for at £200,000. Low pupil numbers have brought this down to £23,999 and the budget has been revised accordingly.

South Bank Academies

<u>Expenditure</u>

Staff salaries have been recalculated as at 31st October. These calculations include the 1% cost of living increase received by all staff in their October pay. At this point we were also able to estimate the reserves required for Performance Management increments and bonuses and have reduced this from £43,267 to £27,000.

IT Costs – the new building project has incorporated all the required IT equipment for the school including new laptops for the students. It is therefore considered reasonable to reduce the original £73,540 for IT equipment to £40,000. This includes the UTC's share of IT Managed Services which operates across the 2 schools (approx. £15,000).

The above management accounts to 31st October reflect these changes.

2016/17 Accounts
The onsite audit work was completed during the w/c 9th October. Offsite audit work is still ongoing and should be completed shortly.

This page is intentionally left blank

	CONFIDENTIAL
Paper title:	Register of Business Interests
Board/Committee	South Bank Engineering UTC Local Governing Body
Date of meeting:	6 December 2017
Author:	Alexander Enibe, Clerk
Purpose:	To update the Local Governing Body on declaration of Interests of the governors
Recommendation:	The Local Governing Body is requested to note

Executive Summary

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

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

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

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

This page is intentionally left blank

South Bank Engineering UTC
Register of Interests 2017-18

LOCAL GOVERNORS

Rao Bhamidimarri

Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Noted by LGB
PROCAT	FE College	Governing Board Member	Oct 2016		
University & Institute of Advanced Research, Gandhinagar, India	University	Governing Board Member	2012		

Ian Brixey

Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Noted by LGB
Skanska UK plc	Construction	Employee	2003		

Dan Cundy (Principal)

Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Noted by LGB
None					

Joanne Young

Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Noted by LGB
None					

Natalie Ferer

Organisation with which connected	Sector	Relationship with	As of date	Notes	Noted by

		organisation			LGB
London South Bank University	Education	Financial Controller			

Richard Parrish

Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Noted by LGB
Archbishop Tenison's Church of England High School, Croydon	Secondary School and Sixth Form	Headteacher	Sept 2005		
Wightman and Parrish Ltd	Cleaning and other supplies	Shareholder in family business	Lifelong		

Ed Arthur

Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Noted by LGB
To update at meeting					

Tony Roberts

Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Noted by LGB
To update at meeting					

Ruth Smith

Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Noted by LGB
To update at meeting					

Suzanne Williams

Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Noted by LGB
To update at meeting					

Joanne Shand

Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Noted by LGB
To update at meeting					
Sarah Gordon					
Organisation with which connected	**Sector**	**Relationship with organisation**	**As of date**	**Notes**	**Noted by LGB**
To update at meeting					

This page is intentionally left blank