

Meeting of the University Academy of Engineering School Advisory Board

4.00 pm on Thursday, 21 May 2020
in Trafalgar Street, London SE17 2TP

Agenda

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
1.	Welcome and apologies		CM
2.	Declarations of interest		CM
3.	Minutes of previous meeting	3 - 8	CM
4.	Matters arising	9 - 12	CM
Items to discuss			
5.	Questions for the Principal	Verbal Report	CM
6.	Update on pay policy	Verbal Report	CM
7.	Principal's report - focus on online school	13 - 68	JT
8.	Quality committee update	Verbal Report	CM
Items to note			
9.	Policy review <ul style="list-style-type: none"> • <i>Charging and Remissions policy</i> 	69 - 72	JT
10.	Governors' visit form	73 - 76	CM

Date of next meeting
4.00 pm on Thursday, 9 July 2020

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

In attendance: Michael Broadway and Dominique Phipp

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**Minutes of the meeting of the University Academy of Engineering School
Advisory Board
held at 4.00 pm on Thursday, 5 March 2020
Trafalgar Street, London SE17 2TP**

Present

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

Apologies

Safia Barikzai
Zakir Matin

In attendance

Michael Broadway

1. Welcome and apologies

The above apologies were noted.

2. Declarations of interest

No member declared an interest in any item on the agenda.

3. Minutes of previous meeting

The minutes of the previous meeting were approved.

4. Year 11 performance with full analysis including vulnerable group

With Nick Moore, Assistant Principal and Year 11 link

The SAB discussed the year 11 mock results in detail. Noted that the progress 8 measure from the mock results was -0.67, with the final progress 8 measure expected to be in the order of -0.19.

Whole school interventions in order to achieve this include fewer students continuing to study Spanish and Computer Science, to be replaced with 1-2-1 tuition. Additional sessions for English and Maths tuition are being offered after school. Form time has been replaced with morning interventions.

In response to a question, it was noted that boy specific interventions are being looked into. The SAB noted that an access project, 'Coachbright', was being run for higher ability children after school.

A more strategic approach to interventions was being taken this year. The SAB discussed the balance to be made between investing in improving results further this year with sound financial planning. The SAB requested the Principal to review the additional resources required in order to make a significant difference to progress 8. The Chair and the Principal would discuss at the Quality Committee meeting held during the week commencing 9 March 2020.

Veronika Allen and Philip Herzberg left the meeting to attend the Y11 parent evening. The Secretary confirmed that the meeting remained quorate.

The SAB discussed the decline in English mock results and noted that in the department deep dives teaching practice was identified as 'excellent' in a number of areas but that there had been areas of 'over marking' in the department, which may account for the decline. This has been identified by management and actions are in place to rectify.

The SAB noted that the Principal's main concern regarding year 11 mock results is students not attending school. Home tutoring of these students is being looked into.

The SAB requested subject by subject list of results to be circulated.

5. Matters arising

The SAB noted that a number of matters arising from the previous meeting are covered in the Principal's report.

The Principal is updating the SDP and will provide a summary on progress for the next SAB meeting.

Department deep dives

The SAB noted the update on department deep dives and requested progress against actions at future meetings. The SAB noted that the school is on track to become cutting-edge in terms of its digital delivery of education.

Pupil Premium

The SAB discussed the update on the pupil premium spending plan for 2019/20. The SAB requested greater focus on the impact of activities in future plans.

6. **Principal's report**

The SAB noted the successful school production of Grease and recorded its thanks to the Head of Drama. The production had helped build confidence and ambitions in a number of students.

The SAB noted the success of a recent Trust-wide INSET day and how the school was supporting the UTC and Lambeth College.

The SAB noted that there had been 120 applications to join the school in September 2020 against a PAN of 150. The SAB requested that this is broken down into 1st choice, 2nd choice etc. The SAB noted that 100 students were expected to join the sixth form from September 2020. The SAB discussed how any shortfall in budget would be managed.

The SAB discussed the behaviour report for 2019/20, which showed a largely consistent number of removals from class from module to module. The SAB requested benchmark and trend data in future reports. The SAB discussed what management's expectation of the impact on behaviour of an improved school would be. The SAB expressed concern at the number of students late for school. The SAB requested the Principal to reflect on the most useful indicators to report on behaviour to the SAB.

The SAB noted a serious incident outside school involving Academy pupils. The police had been involved. Nine boys had received a fixed-term exclusion as a result of the incident. Following a risk assessment it was determined that it was appropriate for the boys to be in school following the end of their exclusions.

The SAB expressed its concern over year 11 attendance. The Principal will review.

The SAB discussed the potential impact of the Coronavirus on the school and continued delivery of education to students. Public Health England advice is being followed. The SAB noted that management are developing a contingency plan if the school building has to shut. The SAB noted that use of Google Classroom is embedded in the school and would help the potential move to remote delivery.

7. **Values and Culture Initiative**

The SAB discussed the proposed values and culture initiative. The initiative would lead to a fundamental change to culture. The SAB supported the

initiative and requested that it is included in the SDP and measures to show impact are developed.

8. Quality Committee feedback

The SAB noted that the next quality committee meeting was during the week commencing 9 March 2020. The SAB would be updated at its next meeting.

9. Scheme of delegation - link governors (TOR)

The SAB noted the Scheme of Delegation (SOD) and the role of link governors. The SAB's key role is to monitor KPIs of the school. The Principal is updating the school KPIs ahead of the next meeting.

The SAB noted that Zakir Martin had agreed to be the link governor for curriculum, Veronica Allen would be approached to be the link governor for SEND and Safia Barikzai for careers.

10. Polices

The SAB noted the draft Charging and Remissions Policy and policy for students who cannot attend school because of health needs. The SAB requested the Charging and Remissions policy be reviewed and brought back to the next SAB meeting.

11. Update on school development plan

This item was deferred to a future meeting.

12. Secondary performance table

This item was deferred to a future meeting.

13. Questions to the Principal

This item was deferred to a future meeting.

14. UAE Risk register

This item was deferred to a future meeting.

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

Confirmed as a true record

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..... (Chair)

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UNIVERSITY ACADEMY OF ENGINEERING SCHOOL ADVISORY BOARD - THURSDAY, 5 MARCH 2020
ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
4.	Year 11 performance with full analysis including vulnerable group	To review the additional resources required in order to make a significant difference to progress 8	21 May 2020	John Taylor	Update at meeting
		Circulate subject by subject list of year 11 mock results	21 May 2020	John Taylor	To do
5.	Matters arising	Summary on progress of the SDP for the next SAB meeting	21 May 2020	John Taylor	Deferred
		Greater focus on the impact of activities in future pupil premium plans	For next plan	John Taylor	Ongoing

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
6.	Principal's report	To reflect on the most useful indicators to report on behaviour to the SAB and to include benchmark and trend data in future reports	21 May 2020	John Taylor	Update at meeting
		Thank Head of Drama for Grease production	21 May 2020	Chris Mallaband	Update at meeting
		Review year 11 attendance	21 May 2020	John Taylor	Update at meeting
7.	Values and Culture Initiative	Include values and culture initiative in the SDP and develop measures to show impact	21 May 2020	John Taylor	Ongoing
8.	Quality Committee feedback	Update on March 2020 quality committee meeting at next SAB meeting	21 May 2020	Chris Mallaband	On agenda

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
9.	Scheme of delegation - link governors (TOR)	School KPIs to next meeting Approach Veronica Allen to be the link governor for SEND and Safia Barikzai for careers	21 May 2020 21 May 2020	John Taylor Chris Mallaband	Deferred Update at meeting
10.	Polices	Review Charging and Remissions policy for the next meeting	21 May 2020	John Taylor	On agenda

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Principals report

SAB 21st May 2020

Contents

- A tour of the online school. John Taylor
- Parents feedback. Nick Moore
- Online school metrics. Dan Pike
- Student engagement. Nick Moore
- Improving teaching through the online school. Annette Moses
- Student access to the online school. John
- Vulnerable students and safeguarding. Jason Badu
- Free school meals. Jason Philipsz
- Rewards and sanctions. Jason Badu
- Staff wellbeing. Hannah Dalton
- Planning for face to face contact with Y10 and Y12 students
- Year 11 and year 13 grades allocation. Nick Moore
- Year 6 engagement and induction. Hannah Dalton
- Year 12 applications and engagement. Peter Young
- School development plan. John
- Recruitment for next year. John

Tour of the online school

- The online school [timetable](#)
- Google classroom - as a student
- Extra open access content through the [YouTube channel](#)

Feedback from parents

From Nick Moore

Summary of responses to the parent remote learning feedback survey

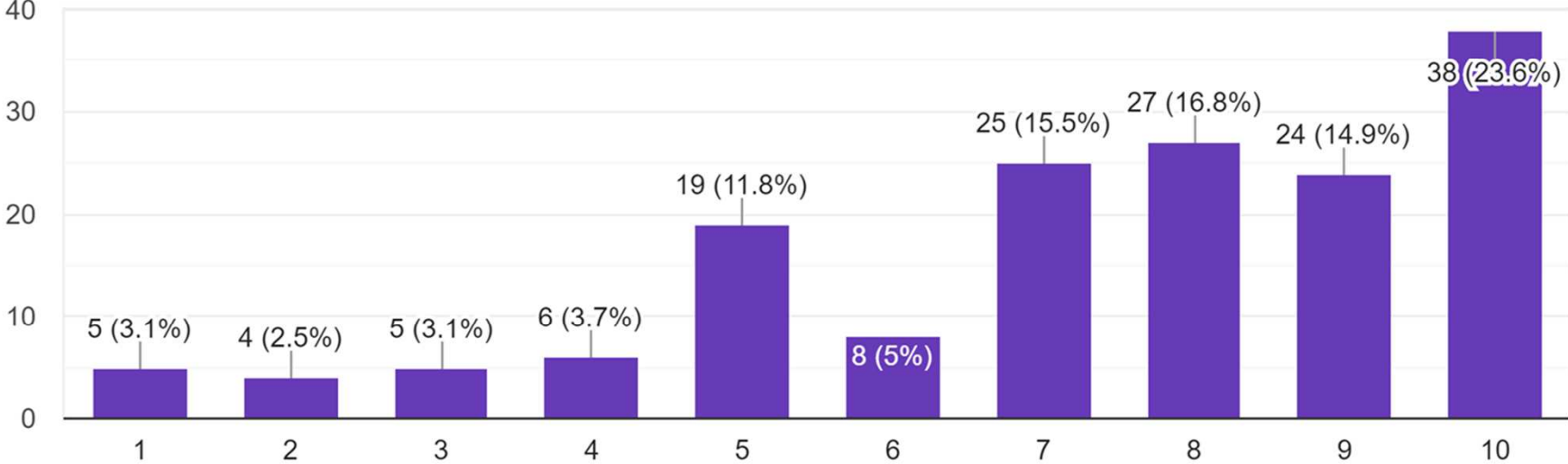
As at May 13th, from 160 reponses.

[Parent/carer remote learning feedback](#)

[Sheet of collated responses](#)

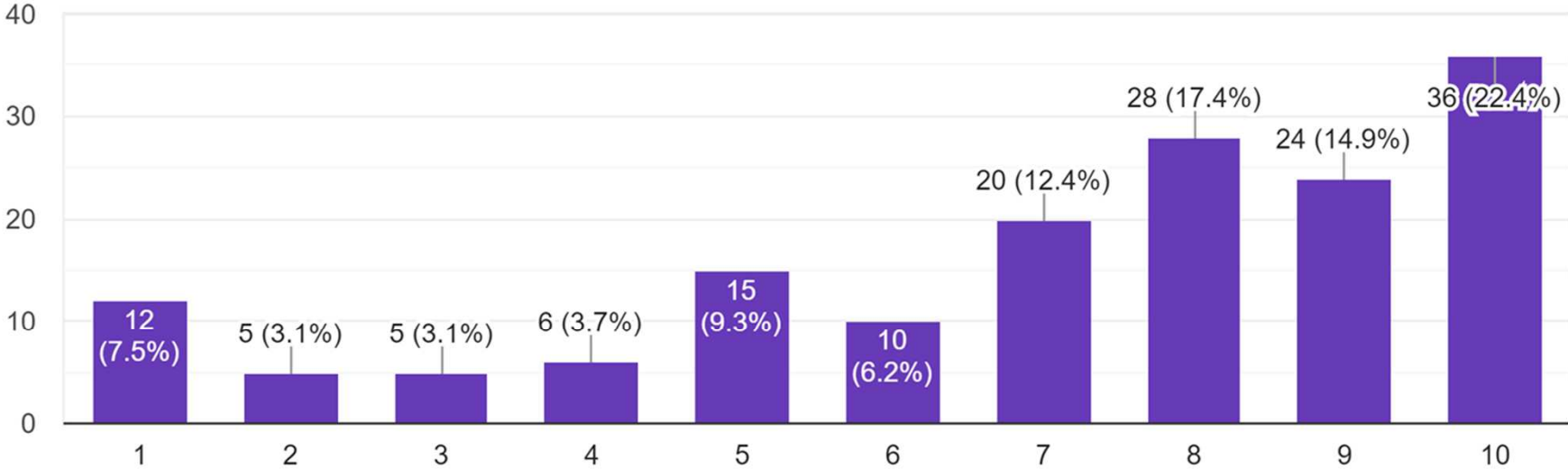
How well do feel the school is supporting you overall during closure?

161 responses



How well do you feel the school is communicating with you during closure?

161 responses



Do you have any comments/ queries/ suggestions for us to help improve things overall?

96 responses

“My son feels remembered during this time as well as the gestures of acknowledgement through mentioning his name via the assembly and the gift card he received for his efforts.”

“The teachers have been absolutely amazing! Most importantly I appreciate the effort to remain engaged with the students (dance challenge, feedback on school work and calling home to speak with students). Another great idea was maintaining the reward/discipline system going from home.”

“The dance challenge was innovative & a good laugh 😊. The counselling sessions continuing during lock down is invaluable & very needed.”

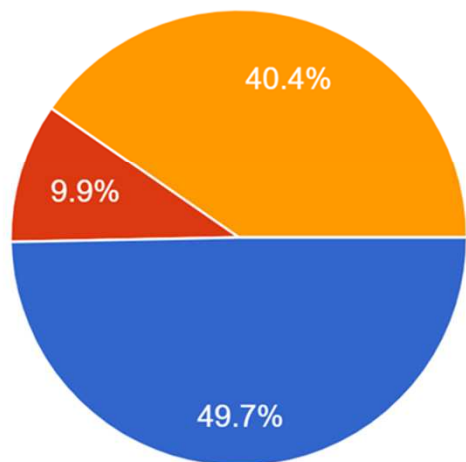
“Am very happy with the way the teachers call to check on the students, the progress of their learning & how they are getting on etc. 🙌🙌🙌🙌👍👍👍👍”

“After discussing with my Son at year 9, We believe Teachers should respond more to students when they have questions quicker in other to finish their task as quickly as possible and move on to another. We also suggest a Live online class teaching in different subject especially now the school resumption date is not certain to anyone which will enable student to ask questions with a certain time frame.”

“When the kids will be back to school?”

What do you think of the changes to the school website?

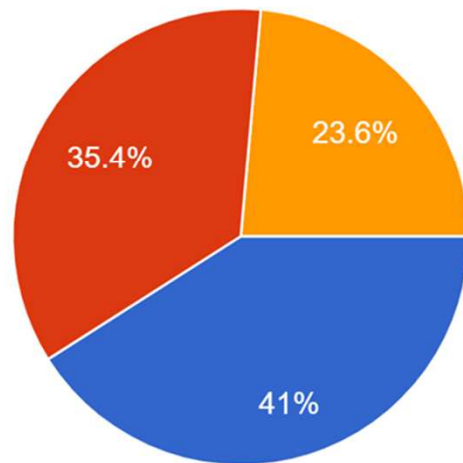
161 responses



- Haven't visited the website
- Hasn't helped
- Really useful

What do you think of the school's YouTube channel?

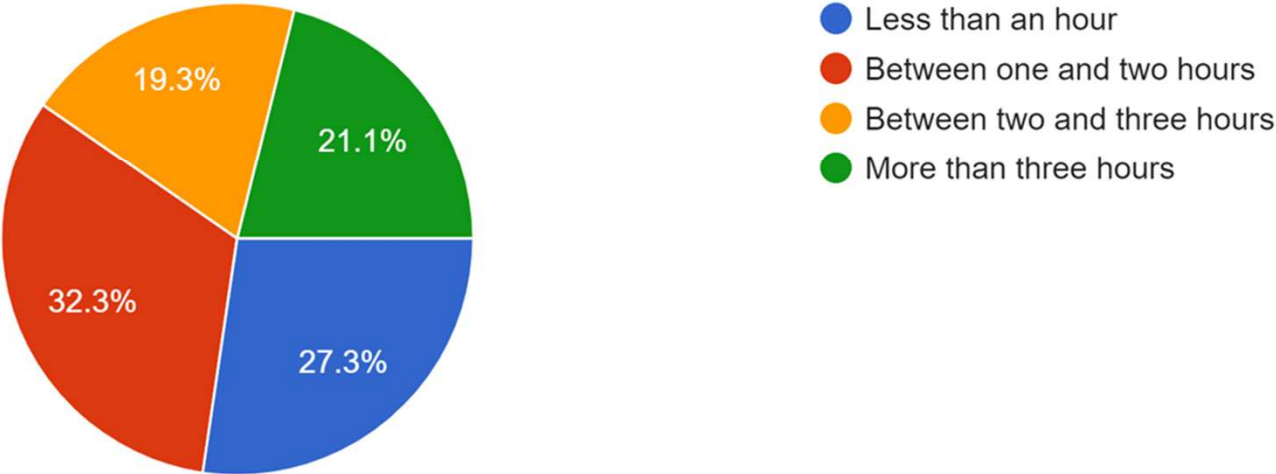
161 responses



- Haven't seen it
- It's OK I guess
- Superlike!

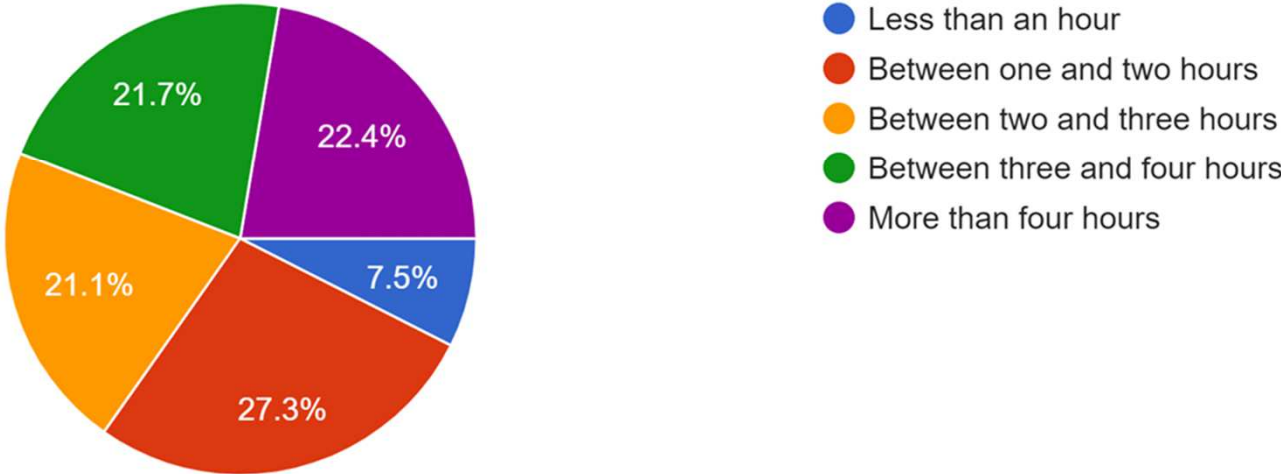
How much time each day on average are you able to support your child with their learning?

161 responses



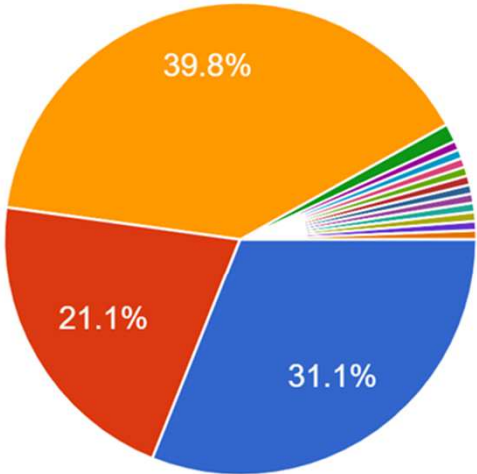
How much time each day on average does your child spend on school work?

161 responses



What do you think of our new timetable with days rather than times and lesson deadline structure with tasks due any time the day before the next lesson?

161 responses



- I haven't seen it
 - It hasn't made much difference to us
 - It's really useful
 - If anything the extra time & less schoo...
 - I dont get why theres only three classes
 - the kids have too much time to compl...
 - the kids say it's more organised and e...
 - How was this communicated?
- ▲ 1/2 ▼

Do you have any comments about which types of lessons and work have been useful and engaging and which have been less so?

79 responses

“Assessments via Google forms have been good. What feedback is being given to students?”

“Involving to watch classic pieces and work based on it. They should do more. It would be great if they can do similar work on classic books, novels or short stories.”

“Art & Design, Biology have been engaging and enjoyable. Some subjects and work have seemed laborious and heavy. The workload has been significantly more than in school work. What has been especially encouraging is teachers taking time to commend, acknowledge and respond to emails, questions and work set. Particularly Mr Plevoets and Mr Herzberg”

“Science is good, and computer science however it's english which i'm Concerned about.”

“They are not doing physical activity. I'm struggling on ways to motivate them.”

“Maths has been very useful”

“More PE would be great”

“Every lesson has been engaging apart from maths and science”

“Humanities and Science Subjects are most beneficial and the rest of the subjects at the moment.”

“She enjoys PE, Humanities, Science and Dance , but Maths actually gives her headaches.”

“Boat building, prosthetic hand both very good extremely engaging 1st class lessons”

“Most of the lessons have been useful and engaging. This is based on the way I watch my child focus on his homework but, I think he needs more support in English lessons.”

"I would like teachers teach online like in others school do. Because children need explanations"

"Every lesson is very enjoyable."

"All the lessons should be online(video)"

"Oracy has been very engaging for my child, also English, Spanish and Drama...my child is missing his Engineering lessons... not because of the lack of work, but the actual hands on part of it."

"All the lessons are great"

"My son made me aware that all lessons (subjects) have been very useful and engaging apart from physics lessons which he feels so far has been less engaging because he hardly gets any work from his Tutor. My son happily gets on with his school work and most times he completes them without needing help from me."

"Lessons with videos attached because they are more interactive"

"Most of them are engaging"

"Science has been great, along with Maths, English, Humanities, drama and P.E."

"Really everything is supporting well my child and i am seeing progress which at first i was scared it that we will not be able to commit to. Worked out wonderful so far!!"

"Music is really helpful"

"Very informative institution with good staff"

"Humanities has been really good"

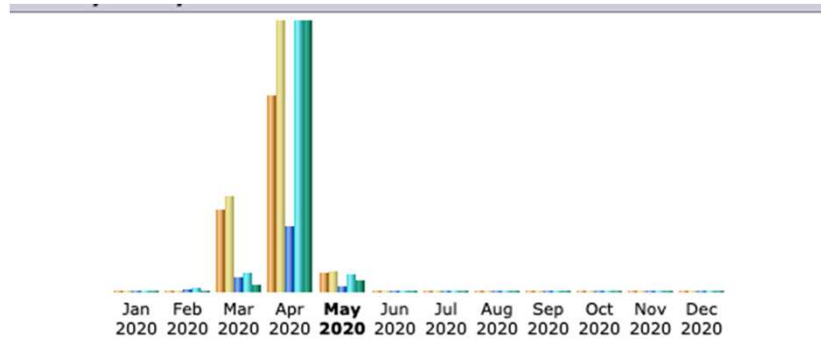
"My child has enjoyed Humanities, English, Maths, Science and Spanish. She also enjoys doing Tunelark in Music lessons."

Online school metrics

(Up to the 7th May - A more recent set of metrics will be shown in the meeting)

Dan Pike

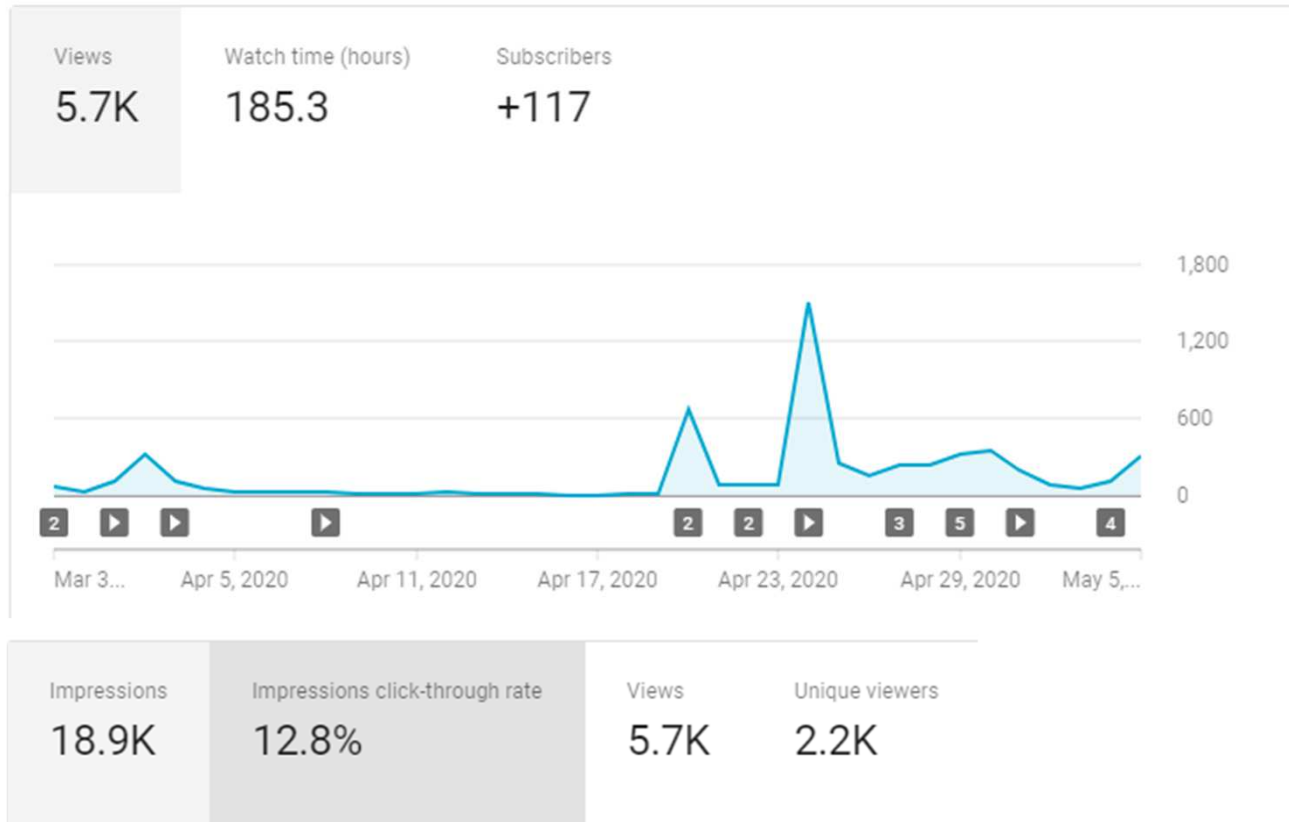
Website



Month	Unique visitors	Number of visits	Pages	Hits	Bandwidth
Jan 2020	0	0	0	0	0
Feb 2020	36	41	971	1,355	10.88 MB
Mar 2020	2,277	2,669	6,347	8,037	109.64 MB
Apr 2020	5,456	7,542	28,051	115,071	4.00 GB
May 2020	507	559	2,026	7,393	175.50 MB
Jun 2020	0	0	0	0	0
Jul 2020	0	0	0	0	0
Aug 2020	0	0	0	0	0
Sep 2020	0	0	0	0	0
Oct 2020	0	0	0	0	0
Nov 2020	0	0	0	0	0
Dec 2020	0	0	0	0	0
Total	8,276	10,811	37,395	131,856	4.29 GB

YouTube – Viewing statistics

Page 30



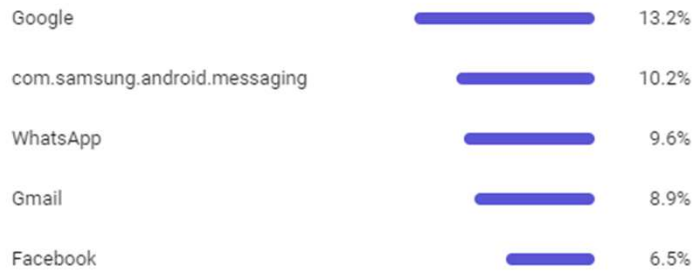
YouTube – How our audience finds us

Traffic source: External

Views · Mar 30 – May 5, 2020

Proportion of your total traffic:

35.4% 

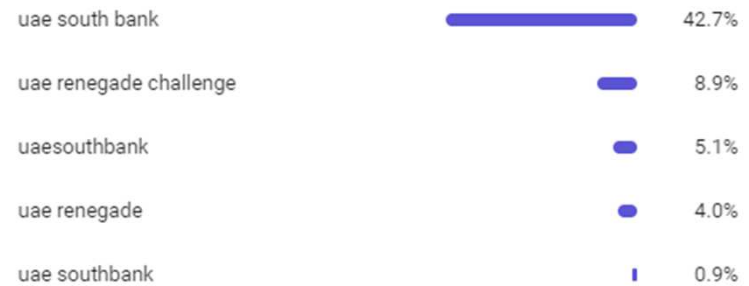


Traffic source: YouTube search




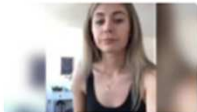

Views · Mar 30 – May 5, 2020

Proportion of your total traffic:

14.9% 

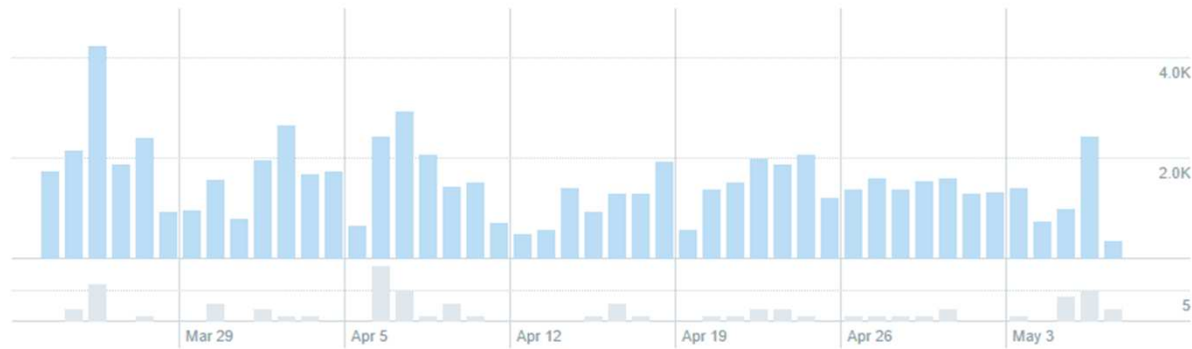


YouTube – Top videos

Video	Average view duration	Views
1  UAE Renegade Challenge Apr 24, 2020	2:24 (47.3%)	1,594
2  Start of summer term message to all parents from M... Apr 20, 2020	2:10 (39.6%)	713
3  Online Assembly Episode 2 Apr 1, 2020	2:23 (24.7%)	518
4  PE and Dance home workout Apr 3, 2020	0:48 (40.8%)	335
5  Online Assembly Episode 1 Mar 30, 2020	1:44 (15.4%)	330

Twitter

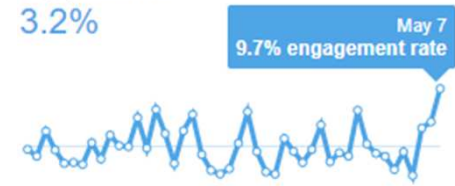
Your Tweets earned **72.4K impressions** over this **46 day** period



Engagement rate

3.2%

May 7
9.7% engagement rate



UAESouthBank @UAESouthBank · Mar 25

@UAESouthBank is committed to serving and supporting our community. So proud of our students who helped to collect over 50 goggles from our science labs, which will be provided to our amazing @NHSuk workers. #ThankYouNHS #NHSVolunteerResponder #DoYourPart pic.twitter.com/wUJWS4K9dw

[View Tweet activity](#)

2,661

393

14.8%

Promote

Student Engagement

Nick Moore

Improving teaching through the online school

Annette Moses

How has the curriculum and pedagogical approaches changed. How have these changes been decided upon?

Initially all timetabled lessons were transferred to google classrooms as per the timetable. After two weeks we realised that this was difficult for teaching staff as the workload generated by keeping up with the queries and providing feedback to students was significant. Some teachers were also managing home-schooling their own children or acting as carers for family members. Feedback from parents and students also indicated that the expectation to complete 5 hours of work a day at a computer was too much. In line with most schools we moved to a new timetable where students were given 3 formal lessons a day, with the choice to do more independent work on platforms such as Seneca and Sam Learning. The lesson planning is now shared within a department, reducing workload. Lessons still incorporate retrieval practice and teachers have been reminded about chunking new material and giving clear instructions. Teachers have been encouraged to produce screen captures of lessons where they talk through presentations and give more detailed instruction. Tutors and Las have been using google meets and google chat to provide more detailed instruction. A few teachers have conducted live lessons, we will be encouraging this more moving forward, but we need to remember that it is not always possible for students to be online at the prescribed time and some teachers with young children may also struggle with this.

What are the plans to improve teaching through CPD and resources?

Teachers have access to an extensive list of CPD resources shared in a folder on google drive and I am sending personal invites to teachers when I come across a webinar or article that would be useful to them. Staff are also encouraged to share CPD they find. The NQTs in particular and the prospective trainee teachers are using this time to develop their pedagogy.

The plan moving forward is to have more live teaching sessions either via chat or meet where possible. We are also exploring the possibility of face to face teaching in June (R number permitting). This would be similar to an academic review day, very small groups would have a tutoring session with their teacher who would be able to assess their comprehension of the content covered and support them with personalised activities to progress.

We will continue to use Seneca, Sam Learning and GCSE pod. Other platforms that produce low stakes retrieval practice like Kahoot, Quizzizz and Quizlet have been used by some teachers. These platforms can also be used to get students working collaboratively. Collaborative learning online will be another area to develop.

We are in the process of planning a CPD day on the 5 June. The aim will be to support staff with more strategies to teach engaging and effective online lessons, whilst also providing some sessions that prepare staff for supporting students when school reopens e.g 'Having coaching conversations with students' and 'How to navigate crisis and life transitions'.

Student access to the online school

John Taylor

Access to devices and data

- Over 130 Chromebooks given out to students.
- Several dongles given out to students.
- A small number have also been given top up vouchers from the school to pay for the data access they need from home.
- Weekly 'remote learning committee' meetings.
- IT support present on site for two days a week.
- Itsupport email used as a one stop shop to resolve all connection, logging in, and technical problems. Monitored by Nick Moore and Jason Philipsz.
- 200 Chromebooks ordered to increase capacity when year 10 and 12 students are back in school

Vulnerable students and safeguarding

Jason Badu

Identifying a list of vulnerable students

Prior to lockdown - We did 3 things:

1. Analysed every recorded safeguarding case from september 2019.
2. We looked at all our safeguarding students
3. Liaised with the local authority, gaining additional information for particular students we have concerns about.

Once all the above was completed we identified 95 vulnerable students.

1. The vulnerables students list is updated and analysed by Students Services and SLT
1. Calls are made to all 95 families at least once a week
1. If we are unable to get in contact with families and calls are not returned we refer these families to our educational welfare service who will investigate this further. The welfare service have the capacity to conduct home visits and will do so if necessary.
1. All staff are still logging safeguarding concerns through CPOMS

Sanctions and rewards

Jason Badu

Sanctions

We have created a new sanctions procedure which is used by all members of staff including our SEND team.

Staff identify students who have failed to complete 3 pieces of work in their subject area and will log this on a shared google sheet.

Once a student has not completed a total of 9 pieces of work an email is sent to their parent, to the student and to their Head of House.

The Head of house will call parents if students do not engage with their learning, which can then be referred to SLT if the problem continues.

[Recording students not completing work set](#)

Rewards

Teachers continue to record positive points on SIMS, we have also created a google form for staff to record rewards if they have problems with their SIMS.

We have been recording online assemblies where we publicly acknowledge students for their hard work and engagement.

The top students in each year group also receive a voucher through the post.

Some subject rewards have now been sent out as well.

Vouchers have also been sent out to students that have completed the most work through our google classroom associated apps.

We are currently planning the sending of a reading book to every student at home

Staff wellbeing

Hannah Dalton

Staff Well-Being

[Online school staff check in sheet](#)

Vulnerable List – Discussed at SLT and updated weekly

Outline of issue	How this is manifesting - e.g. not able to post lessons, cant commit to zoom meetings, feeling low etc	Scale of concern 1(Mild) - 10 (Immediate action necessary)	What contact has been made - when	Follow up required?	
Demands at home-children/ MiL	Feeling stressed about posting lessons, not able to keep up with responses to students		3HDN spoke with her 30.03	N	Checked in - she's struggling to fit in CPD but is committed to doing it - I've made a couple of suggestions and she's going to do one in the next week.
Gone quiet - not attending dept meetings on zoom			3HDN to call 31.03	N	Very active as tutor and has volunteered to call year 9 students to help with option choices. Doing well in terms of being active. My be lonely on their own?

Staff Well-Being

- Fortnightly Staff Quiz (Thursday 8.15pm)
- Staff Challenges – Renegade has started spin off challenges such as UAE Reads, Sonnet a Day, PE Challenges
- All staff meeting (12.05)
- Weekly department / Team meetings (attended by SLT lead) to keep people engaged and LM meetings still happening weekly.
- Thank You phone calls from John (nominated by SLT)
- Weekly well-being emails from HDN –usually with a poem/quote and signposting PAM

Speaker View Exit Full Screen

H Dalton	Nick Moore	Liz.Rodrigo	Natasha Padmore	sonia white
student104800	Darren Pascall	Janelle.Prime	R. Sommerville	barry
S Archer	P Ahmetaj	aliciaford	A Bamgbose	John Taylor
J Mathyi	Annette.Moses	J Searle	Sarah	Moira.Boudiaf
Jason Badu	rebecca.thomas	Elizabeth.bloor	Dorraine.Robinson	Catherine Jones

83 2

Leave

Speaker View Exit Full Screen

K Georgieva	Samantha.Ramsw...	Bryan.Hall	SAIMA AHMED	joe jackson
Monica	stevenraman	Elle Maynard	Ahammad Hussain	J Phillipsz
lizzie	Peter Edwards	Caragh Campbell	P Young	Cristina Rossi
Ahmed El-Sayed	Giles.Smith	fariha.choudhury	Rhoda Arthur	LRC.teacher
Andy Sarfo	Meirion	Florina Pagurschi	Dani Netsereab	Hannah Nolan

Unmute Stop Video Participants 83 Chat 2 Share Screen Record Reactions Leave

The screenshot shows a Zoom meeting grid with 25 participants. The interface includes a top bar with 'Speaker View' and 'Exit Full Screen' buttons, and a bottom bar with controls for microphone, video, chat (83), and a 'Leave' button. The participants are arranged in a 5x5 grid:

Afsana Begum	Adnan Chowdhury	Dania.Fletcher	J Stephen	J Tucker
S Pervez	Harris John	Kenny Agboola	Feven	Nihara.Begum
Philipp Herzberg	Jam Illa	Efthymios Kako...	Leila Dewar	Emma Labadie
Fadhel Ben Man...	jake.carmen	Ebunoluwa Jubril	Feroz	N Ali
Suhana Akther	Lazarus Fiberesi...	Amel	Ayo A	Oneil

Planning for face to face contact with Y10 and Y12 students

John Taylor

This will be a verbal report given in the meeting

Year 11 and Year 13 grades allocation

Nick Moore

This will be presented in the meeting

Year 6 engagement and induction

Hannah Dalton

Year 6

- 126 students Allocated (by the Local Authority) (4 of whom are SEN)
- 86 Accepted
- Created new section of the Website for prospective parents
- <https://www.uaesouthbank.org.uk/year-6-transition/>
- Sent out welcome packs to all parents 'Allocated' to us
- Will offer parents one to one zoom meeting to all to ask questions / find out about their child.
- Sending form to all primary schools for them to complete on each child
- SEN team have already liaised with primaries for their incoming students (4)
- Creating virtual tour of the school, 'Meet your SLT', 'Meet your pastoral team' and will do a special 'welcome' message from John in place of a 'Headstart' day
- Have written to Primaries this week offering support – asking their advice about what they think their students would like and signposting what we're doing so they can talk to parents

Year 12 applications and engagement

Peter Young



UAE Southbank Recruitment before pandemic:

There was a recruitment strategy prior to the closure [here](#).

Moving forward, new concepts will need to be adapted to deal with the closure such as: Live Google meet with all cohorts.

To mitigate risk during closure, A sixth form recruitment team was formed. It includes:

The Headteacher;The Assistant Principal;Sixth Form Support Officer and Marketing Manager

We created an action plan found [here](#).



Headline strategies we have completed.

1. Two Open Evenings and Banner Displays locally.
1. Video reassuring Year 11 on the [website](#), youtube and social media.
1. Website improvements: Made the content concise and added our partnerships on the [sixth form page](#), [welcome from Head of Sixth Form](#).
1. Emailed students [well-being](#) and [unifrog information](#).
1. Analysed [Google Form Respondents](#) from all Year 11s students and organised [Year 12 Google Classroom Prep Classes](#).
1. Managing the engagement of Year 11 Transition classes with booklets, subject teachers offering support and targeting students / parents on the likelihood joining ([join](#)) our sixth form.

Current Application Status:



Internal Applications	87	
External Applications	16	
Total number of applications	103	
Google Forms Completed. These show which subjects students want to study next year. There are 132 students in our year 11.	134	These students are now placed in google classrooms for the subjects they want to study next year and are working through pre-sixth form learning packages.

Engagement of Year 11s Time-Line:

Year 11 will work on the [success at sixth form pack](#) and submit on 4th May.

The second submission is the [transition](#) booklet for submission on **25th May**.

The 3rd submission will be **8th June 2020**.

School development plan

John Taylor

SDP update

This will be a verbal report given in the SAB meeting

Staff recruitment for next year

John Taylor

Teaching staff

We have managed to fill all of our current known vacancies for next year.

We have appointed:

- 2 Maths teachers
- 1 Humanities (History) teacher
- 1 Chemistry teacher
- 1 Physics teacher

Still to recruit:

- 1 Business studies/Economics teacher
- 4 internal TLR vacancies for Dance, Science, PSHE and Outdoor Education

We may still have further appointments to make due to resignations.

Support staff

We have recruited:

- 1 Head of Year (all Heads of House will change to become Heads of Year before the end of term.)
- 2 teaching assistants

Still to recruit:

- 1 attendance officer/EWO
- 1 other Head of Year
- 1 EAL teaching assistant
- 1 EAL coordinator (HLTA scale)
- 1 LRC (library) manager

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UNIVERSITY ACADEMY OF ENGINEERING SOUTH BANK

Charging and Remissions Policy

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

The following charges will be applied in 2017/18.

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

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

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

Remissions

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

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



Create your future

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

Insurance

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

Voluntary contributions

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

Catering

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

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

Monitoring, evaluation and review

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

GOVERNORS' VISIT FORM

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

Name of Governors: Chris Mallaband, Safia Barikzai, Veronica Boles

Date of Visit: 05/03/20

Focus of Visit, with link to strategy and school development plan (agreed in advance with Principal):

Sixth Form – meetings with Head of Sixth Form, Sixth Form students and SEND staff

Summary of activities e.g. talking to staff and pupils, looking at specific resources, having lunch etc.:

Observed a short segment of an Economics Lesson

Met with Peter Young – Head of Sixth Form

Met with a group of Year 12 and 13 students

Meeting regarding SEND support

Feedback to Peter and to John Taylor

What have I learned as a result of my visit? (relate this back to focus of visit)

Observation of lesson

The lesson was one containing mixed year groups – one Y13 and three Y12 students. The material seemed appropriate and the discussion showed a high level of subject knowledge on the part of students. It was clearly focused on the ability to answer exam questions and students were asked to consider whether they felt equipped to do so.

Teaching was impressive and teacher had the role of enabler and facilitator – students were doing the work!

Even with two year groups present it was a very small group being taught in a very big classroom – led to a very flat atmosphere and I suspect it is difficult to maintain a “buzz” with such small group sizes.

Discussion with Head of Sixth Form

The numbers applying to the sixth form were discussed. Pleasing to hear that applications are up compared to same time last year. Year 11 results should also be improved enabling more students to consider sixth form as an option and meaning that applications are more likely to translate into actual numbers. Peter is also embarking on a process of maintaining

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contact with Year 11 applicants and ensuring that a commitment is built to them and by them so that an application results in a place. Other tactics also being used are having a stall at Y11 parent evening, taster days, interviewing waverers etc. The aim is to achieve a Y12 in 2020/21 of 75 – realistically the hope is that it reaches between 60 and 65.

Peter is also clear that the current Year 12 is an academically able year group and it is good to hear that there are 7 students actively pursuing an Oxbridge application – unlikely that all will make an application but great to hear that they are being encouraged at this stage.

This led onto a wider discussion about the future numbers in the sixth form and what would happen if the demand exceeded the supply (150 places). At this point there will need to be a discussion about the nature of the Sixth Form and whether a twin Tech/Academic approach can be sustained.

Peter feels that the route to improving results is through the better training of staff teaching sixth form lessons and an evaluation of the intervention strategies used. Coachbright and the tutoring are both perceived to have high impact and are well received by students.

A discussion took place about the wider aspects of the Sixth Form – as a cultural and social setting and what enrichment activities exist for students. This is an area of expansion and Peter sees this as a priority. This year a range of additional opportunities have been provided:

Lifeskills – cooking etc.

Sport

Trip to Rome

Gym membership

Voluntary Service

Etc.

There is a plan to introduce a graduation process that will incorporate aspects of Records of Achievement and allow students to document their additional experiences.

Peter feels that the website needs to be used more effectively and social media to spread the good news about the Sixth Form.

Peter feels that significant barriers to student success include access to laptops and wifi outside school, quality and mobility of sixth form teachers and access to bursaries and hardship funds.

It is clear that Peter is highly invested in his relatively new role and has very clear and sensible strategies for improving the sixth form. He does not get a lot of time to fulfil his role given that he is also a subject leader.

Discussion with students

A discussion was held with a group of 9 students – a mixture of Y12 and 13 but limited to those on A-level programmes.

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The discussion as interesting and lively. Overall it was less positive than expected with students expressing disappointment about aspects of their experience.

Key issues discussed were:

- Tension between freedom to choose when and how to self-study versus the need for more structure, guidance and monitoring
- The need for more practice with exam questions and exam technique – all apart from one student felt this – he was studying Humanities subjects and others were Science/maths students.
- More feedback on performance needed
- They were not aware of their target grades on entry to the sixth form
- The need for a social space – current workspaces aren't effective as significant distractions in each. Better to have one workspace and one social space??
- Better organisation and communication needed – they sometimes don't know what is happening or why it is happening.
- Tutor time is not well received – perceived as a waste of time.
- Feel that they were promised a lot if they stayed on but this hasn't been delivered. Things get discussed but nothing seems to change.
- Need a forum where they can raise their concerns and be listened too and that results in some changes taking place.
- Year 13 – Coachbright really useful as is the in-house tutoring. A plea was made to have tutoring in all subjects – feels like at the moment it is focussed on science and maths.
- Only one mock in Year 13 – feel that more needed.
- Pastoral support is weak – some had good relationships with teachers and felt they could share difficult issues with them. Others less sure and wanted a more structural route.
- Students would like more access to enrichment activities and to create a greater sense of fun and a social atmosphere to build commitment to the Sixth Form.

Students were asked what their “magic wand” wish would be:

- Better tutor time
- Better/more communication
- More fun and social activities x 2
- Better organisation
- Being able to go out of school during the school day
- Exam practice and preparation
- Better eating space
- Better planning of “free” time and choice over use of it

Just as we were closing down the discussion a new strand opened up about whether they knew what the academy stood for and what its values and “motto” were. I thought that this was interesting in light of the academy's initiative in the area of culture.

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SEND Discussion

The staff were concerned at the small number of LSA's provided for the number of students with special needs overall in the academy – staff feel that at least five more LSA's were needed to support the level of need.

I believe there is only one student in sixth form at present with a need for SEND support - because of the area the school resides in staff have the extra problems that come with that.

Staff also advised that there is only a part time school counsellor at present and the waiting list is very long leaving the students feeling frustrated and not attending so therefore alone and vulnerable.

They need more support from SLT Senior leaders to put staff on the required courses to help in the role to better support the students - there seems a lack of funds in this area resulting in members of staff doing roles they feel not qualified for.

Aspects I would like clarified/questions that I have/actions for the academy to consider:

Are students being well prepared for answering exam questions and preparing for exams?
Does there need to be a discussion about the use of study time and the facilities available for study versus for social use?

What additional enrichment activities can be offered?

The role of the tutor?

A Sixth Form committee with a budget to do things and give some control to students?

Pastoral support – consider

Increased sense of identity

SEND support generally and specifically in the Sixth Form – including training for LSAs.

Actions for the school advisory board to consider:

Address the issues above.

Any other comments/ideas for future visits:

I think that the format worked well – perhaps a learning walk could have been included.

Signed: Chris Mallaband **Date:** 05/03/20

(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)