

## Meeting of the University Academy of Engineering Local Governing Body

4.30 - 6.00 pm on Wednesday, 23 November 2016  
in University Academy of Engineering - Trafalgar Street, London SE17 2TP

*\*4.00 – 4.30pm Heads of Department Presentation for Governors*

### Agenda

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
1.	Welcome and apologies		RB
2.	Declarations of interest		RB
	- Governors are requested to declare any interest in any item of business		
3.	Minutes of the previous meeting	3 - 6	RB
4.	Matters arising		RB
	<b>Items to discuss</b>		
5.	Principal Report	7 - 14	GN
6.	UAE external review	15 - 20	GN
7.	UAE Development Plan & Self Evaluation Form	21 - 44	GN
8.	Behaviour for learning	45 - 50	GN
9.	Performance Management presentation		GN
10.	Full Student data set update		GN
11.	Teaching Enhancement & Effectiveness Programme (TEEP) update	51 - 64	GN
12.	October 2016 Financial Management report	65 - 68	DS
	<b>Items to note</b>		
13.	Report on Committees	69 - 70	PS
14.	Governors' visit forms	71 - 76	
15.	Any other business		RB

No.	Item	Pages	Presenter
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PART II - CONFIDENTIAL

*To decide whether any item (or part of an item) should be recorded as confidential and excluded from the papers made available for public inspection.*

**Date of next meeting  
4.30 pm on Wednesday, 22 February 2017**

**Members:** Rao Bhamidimarri (Chair), Lesley Morrison, Gary Nelson, Michael Broadway, Natalie Ferer, Karen Fowler, Steve French, Farah Nur and Tony Roberts

**In attendance:** Dan Smith and Pervena Singh



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## **Minutes of the meeting of the University Academy of Engineering Local Governing Body ('LGB')**

5.00 pm on Wednesday, 21 September 2016

University Academy of Engineering - Trafalgar Street, London SE17 2TP

### **Present**

Rao Bhamidimarri  
Michael Broadway  
Natalie Ferer  
Steve French  
Tony Roberts

### **Apologies**

Karen Fowler  
Farah Nur

### **In attendance**

Jason Philipsz (Vice-Principal)  
Joe Kelly

### **1. Welcome and apologies**

The Chair welcomed governors to the meeting which had been called at short notice. Apologies were noted as above.

The Chair explained the purpose of the meeting was to update governors on a number of important matters which had arisen since the last meeting, including the resignation of the Principal, the opening of the post-16, and OfSTED preparations.

### **2. Declarations of interest**

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

### **3. Chair's update**

#### **Recruitment of Principal**

The Chair reported that the Principal, Jane Rowlands had left the school during August on grounds of ill health. The two Assistant Vice-Principals had been given full Principal's authority in their respective areas of experience by the CEO and duties divided between them in the matters teaching & learning and student welfare, with the CEO assuming the overall management responsibility. In addition, a Vice-Principal and third Assistant Vice-Principal joined for the new term.

Suitably experienced candidates were being interviewed for the position of Interim Principal, with immediate start. The CEO informed the LGB that Sir Nick Williams is supporting the school one day a week and that there was appropriate leadership in the school.

A Behaviour Management System was put in place during summer term 2016 and a letter sent to parents identifying expected behaviours, rewards and sanctions. The LGB welcomed the new system and subsequent improvements in behaviour, but noted the importance of consistency in applying the principles in order for it to become normal practice. The LGB requested that the policy be circulated to governors.

### **Post-16**

The Chair reported that the decision had been taken by the Chair of the Board of Directors of South Bank Academies and the CEO to open the school to post-16 pupils with a STEM offer. Twenty one pupils entered the 6<sup>th</sup> Form in September 2016. The LGB noted the high quality of entrants.

### **OfSTED Preparations**

The LGB noted preparations in the school for an OfSTED inspection, including an inset day for staff at the start of the term. The LGB noted that the Vice-Principal was updating the School Development Plan (SDP) and Self Evaluation Form (SEF), which would be circulated to governors for comment. Governors discussed their own readiness for an OfSTED inspection. It was agreed that a mock OfSTED on areas of concern would be carried out.

The Chair emphasised the importance of school visits by governors, to help them develop their knowledge of the school. The focus of visits was to observe the outcome of school activities and how they impacted on pupils.

## **4. Senior Leadership Team report**

The LGB discussed the tabled Principal's report which covered the student profile, safeguarding, outcomes for students, enrichment activities, quality of teaching, learning and assessment, personal development, behaviour and welfare of students and leaderships and management in the school.

The total students on roll was 389. Full data sets had not yet been received from primary schools, targets will be in place for Year 7 by the end of Module 1. An update would be provided at the next meeting. The Academy is liaising with primary schools for further information in relation to 7 pupils where any concerns have been identified. CAPP software is being purchased to enable ambitious targets to be set for Year 7. This will also be used for a number of individuals in Years 8 and 9. The LGB noted that due to high proportions of special educational needs students, additional teaching assistants had been recruited to provide the required support.

The Vice-Principal reported that 4Matrix software was in the process of being purchased which will enable more in-depth reporting through analysis, comparison and forecasting on the performance of pupils, subject areas, quality of learning and progress. An update would be provided to the next LGB meeting on how progress is measured at the school.

The LGB noted that the Single Central Register is up to date. The LGB discussed in detail the referral of a pupil. An update was requested when available. Termly parent surveys were planned. Parents' comments will be shared with governors.

It was noted that there was inconsistency in the quality of teaching across the school. The Teaching Enhancement and Effectiveness Programme (TEEP) system was being introduced to provide a comprehensive framework to develop the quality of teaching, learning and assessment and tackle the inconsistencies identified. An update would be provided to the next LGB meeting.

The Vice-Principal will make a presentation to the LGB at its next meeting on the new performance management system.

**Date of next meeting**

4.30pm, Wednesday 23 November 2016

**Confirmed as a true record**

..... (Chair)

## ACTIONS

Item	Action details	Who	Status
3	Behaviour policy to be circulated to governors.	Principal	Pending
3	Update on School Development Plan (SDP) and Self Evaluation Form (SEF)	Principal	Included on November Agenda
3	An update on how progress is measured at the school	Principal	Included on November Agenda
4	An update on full data sets of students to be made available at the next LGB.	Principal	Included on November Agenda
4	Update on student referral to be provided once information is made available.	Principal	On going
4	Update on Teaching Enhancement and Effectiveness Programme (TEEP) system.	Principal	Included on November Agenda
4	A presentation to the LGB at its next meeting on the new performance management system	Principal	Included on November Agenda

	CONFIDENTIAL
Paper title:	Principal Report
Board/Committee	University Academy of Engineering South Bank Local Governing Body
Date of meeting:	23 <sup>rd</sup> November 2016
Author:	Gary Nelson, Principal
Purpose:	For discussion.
Recommendation:	The committee is requested to note the Principal's report, which was previously presented at the Learning & Teaching committee meeting on 9 <sup>th</sup> November.

## Performance of Students

### Key Academy Information

Total number on roll – 381

### Student profile – Year 7

Number on roll: 137

<b>Gender</b>	21% Female 79% Male
<b>Ethnicity numbers</b>	50 BAFR, 17 WBR/BR, 26 BCRB, 16 OLAM ,DE 15
<b>FSM</b>	21%
<b>Safeguarding</b>	1 CiN, 7 serious concerns

Please note that KS2 level data is not available as primary schools report in a different way.

### Student profile – Year 8

Number on roll: 128

<b>English APS</b>	29.13	National	
<b>Maths APS</b>	29.46	National	29.0
<b>Academy APS</b>	29.30	National	28.8
<b>Gender</b>	24% Female 76% Male		

<b>KS2 Data</b>	<b>English</b>	<b>Mathematics</b>
<b>L3 &amp; Below</b>	12 students	11 Students
<b>L4+</b>	122 Students	123 Students
<b>L5+</b>	63 Students	56 Students
<b>L6+</b>	0 students	13 Students
<b>Data Not Known</b>	2 Students – Academy required to record as 4b = 27	
<b>Ethnicity numbers</b>	42 BAFR, 16 WBR/BR, 16 BCRB, DE 17	
<b>FSM</b>	40%	
<b>Safeguarding</b>	1 CiN	

**Student profile – Year 9**  
**Number on roll: 94**

<b>English APS</b>	28.61	National	
<b>Maths APS</b>	29.29	National	29.0
<b>Academy APS</b>	28.95	National	28.8
<b>Gender</b>	32% Female 68% Male		
<b>KS2 Data</b>	<b>English</b>	<b>Mathematics</b>	
<b>L3 &amp; Below</b>	12 students	6 Students	
<b>L4+</b>	82 Students	88 Students	
<b>L5+</b>	30 Students	29 Students	
<b>L6+</b>	0 Students	5 Students	
<b>Data Not Known</b>	9 Students – Academy required to record as 4b = 29		
<b>Ethnicity numbers</b>	30 BAFR, 14 WBR/BR, 15 BCRB, 4 OLAM, DE 13		
<b>FSM</b>	40%		
<b>Safeguarding</b>	1 Student		

### **In term admissions**

- 1 new student in year 7 since September
- 2 new students in year 8 since September
- 4 new students in year 9 since September
- 1 new student in year 12 since October

1 leaver in year 7 since September  
 3 leavers in year 7 since September  
 3 leavers in year 7 since September

### Student profile – Year 12

<b>English APS KS4</b>	<b>40.50</b>	National	
<b>Maths APS KS4</b>	<b>48.88</b>	National	
<b>Academy APS KS4</b>	<b>43.92</b>	National	
<b>Ethnicity numbers</b>	8 BAFR, 2 ASN , 2 CHN , DE 6		
<b>Gender</b>	Female 2 Male 20		
<b>Data Not Known</b>			
<b>FSM</b>	Unknown as students have been applying for bursaries		
<b>Safeguarding</b>	Information not yet obtained from previous schools		

### EAL

EAL support programme in place for Module 1 using overstaff in Languages. Year 9HSS (6 students) accelerated class to take Spanish GCSE in year 9/10 and A level/ GCSE mandarin in year 10 and 11.

### SEND

34 students in year 7 (25%)  
 17 students in year 8 (13%)  
 19 students in year 9 (20%)

### Outcomes/ Student Performance

**Year 8** (128 students KS2 Ma APS 29.46, KS2 Eng 29.30)

National maths 29.0 National Eng 28.8

- 76% of students making expected or better progress in English
- 77% of students making expected progress or better in mathematics
- 57% of students making expected progress or better in both English and maths
- 48% (61) of the year group are disadvantaged students
- 74% of disadvantaged students are making expected or better progress in English
- 69% of disadvantaged students are making expected or better progress in mathematics

	% of students				
	All	Higher ability	Middle Ability	Lower Ability	Disadvantaged*
Expected progress English	76	69	81	88	74
Expected progress Maths	77	63	83	100	69
Expected progress in Both	57	42	57	65	50

>Maths level 3.7	51
>Maths level 4.0	37
>English level 3.7	50
> English level 4.0	31
Core* average grade	3.4
Average Maths grade	3.6
Average English grade	3.6

\*Core consists of English, Maths, Science Computer Science, and Technology

### Commentary

Year 8 shows that middle ability and lower ability students who are exceeding national benchmarks (0.6 levels of progress a year on the new 1-9 scale).

The most able are not being challenged and are making significantly less progress than middle ability and lower ability students.

Disadvantaged students are making similar progress to all students in English but are not making as much as all students in Maths.

The grade 3.7 measure is a rough projection of what was the old A\*-C measure

The grade 4.0 measure is similarly a projection of the A/A\* measure

**Year 9** (93 students KS2 Ma 29.29 KS2 Eng 28.61) National maths 29.0 National Eng 28.8

- 60% of students making expected or better progress in English
- 75% of students making expected progress or better in mathematics
- 47% of students making expected progress or better in both English and maths
- 53% (49) of the year group are disadvantaged students
- 61% of disadvantaged students are making expected or better progress in English
- 71% of disadvantaged students are making expected or better progress in mathematics

	% of students				
	All	Higher ability	Middle Ability	Lower Ability	Disadvantaged*
Expected progress English	60	54	66	75	61
Expected progress Maths	75	85	79	78	71
Expected progress Both	47	49	49	40	48

>Maths level 4.4	50
>Maths level 5.0	19
>English level 4.4	42
> English level 5.0	17
Core* average	4.0
Average Maths Grade	3.9
Average English Grade	4.3

\*Core consists of English, Maths, Science Computer Science, and Technology

## **Commentary**

Year 9 again shows that the most able in English are not making enough progress but less able students do better.

Disadvantaged students make slightly better progress than all students given their starting points and broadly similar progress to other students in Maths.

The grade 4.4 (0.7 levels a year) measure is a rough projection of what was the old A\*-C measure

The grade 5.0 (1 level a year) measure is similarly a projection of the old A/A\* measure.

## **Actions and Strategies for improvement**

- To introduce regular homework and home learning opportunities in general to provide an enriched and extended learning experience for all students at the Academy.
- To introduce Student Planners to improve communication between Parents, students and the Academy in ensuring students are supported more effectively to make the best progress.
- To create a strategic Learning and Teaching meeting group who will be a core driver behind the development of a new curriculum and timetable structure to raise standards further. This group will meet weekly and report directly to SLT and be the core driver of a new PD programme focus for staff.
- A Learning and Teaching development team lead by Annette Moses will work on developing pedagogy, assessment for learning and general classroom practice.
- A newly and significantly improved LRC, staffed by Kafi Thomas and led by Annette Moses will provide an excellent learning support opportunity for our students. The LRC will become a centre of learning at the Academy.
- To create a 'top stream' in year 8 and 9 to stretch and challenge the more able whilst retaining mixed ability students for middle and lower ability students (MAPS and LAPS)
- To ensure lesson challenge for mixed ability groups is 'pitched' towards the top of the ability range and differentiated downwards using appropriate 'scaffolding' for LAPS and MAPS.
- Upcoming Professional Development sessions will look at:
  - developing questioning that provides stretch and challenge to all
  - giving examples of outstanding practice with low entry high threshold open ended tasks.
- An Academy wide policy and action plan will be introduced to ensure students' progress in English and literacy 'closes the gap' to mathematical and overall attainment and students make the same progress in English as they do in Mathematics.
- Current successful SEND strategies need to be adopted as best and expected practice for mainstream teaching to ensure all students benefit from these high impact strategies. These will dovetail with Literacy development strategies including the development of the LRC, Accelerated Reader use and a tighter focus on accurate baseline testing on arrival plus regular reading age testing and analysis.

## **Staff Performance (Leadership and Management)**

There is a change of emphasis and 'tone' within the Senior Leadership Team with Senior staff now feeling empowered to lead their own areas of responsibility and be accountable for the progress made there.

In particular, VP Jason Phillipsz and AVP Annette Moses are relishing their new roles and are proving to be a considerable asset to achieving our short and long term goals.

The leadership team now meets for one operational meeting weekly and one extended strategic leadership team meeting in which the following are standing items:

Learning and Teaching

Student wellbeing and safeguarding

QA and monitoring

Line management feedback

SDP and SEF accuracy

Ofsted readiness assessment

The meeting notes and actions will be formally recorded and maintained as a record of the strategic journey.

There is now an Extended Leadership Group being formed which will include SLT but also include the new Admin Leader, Student Services Manager, SENDCO, Literacy and Numeracy Coordinators, Data Manager and Office Manager. The objective of this group is to tap into the considerable expertise across senior managers around the Academy to ensure we achieve all our strategic goals in the most efficient, high impact and cost effective way.

There is now a weekly Learning and Teaching leadership meeting focused on improving and making more consistent Learning and Teaching across the Academy. The meeting group will have an additional curriculum and timetable structure development element.

The meeting group will be led by Annette Moses and the group will report to SLT on a weekly basis.

There is also now a Data and Progress team led by VP Jason Phillipsz consisting of the Data Manager and the SIMS Admin Coordinator who will also report on student progress and attendance on a weekly basis.

### **Learning Area Intervention**

Intervention due to underachievement in Science and English is being planned. The current temporary lead in English is leaving the department which creates an excellent opportunity to recruit a new Leader of Learning in English.

The new Learning area leader will have an additional cross curricular Literacy development responsibility built into their job description. Accelerated Reader is also being introduced to improve literacy across the Academy with Success Maker being considered as an equivalent numeracy development tool.

A learning area review will now take place in English and the corresponding outcomes will drive the direction of the required intervention.

A learning review of Science will also be undertaken which a particular focus on the leadership and management of the learning area and on the inconsistency in the quality of teaching and learning in Science.

The learning area review in Science will decide the direction of the corresponding intervention.

Early evidence supports that the Learning Area Leader is not providing adequate leadership in Science and significant intervention is being planned.

One option is to replace the current Science Lead with AVP Meirion Lewis in the short term or use Meirion in a co-Lead role to ensure Science begins to make better progress. More details will follow here following the outcome of the Learning Area review.

## **New Teaching facilities/ External Assistance**

TEEP (SSAT's Teachers Effectiveness Enhancement Programme Training - 17<sup>th</sup> and 18<sup>th</sup> Nov) for all staff will become a core element of our drive to establish good Learning and Teaching practice across the Academy.

IRIS Technology Classroom Observation technology is to be brought in to make explicitly clear best and expected practice to all staff.

Sir Nick Williams, Educational consultant, continues to provide expert coaching and support for the SLT.

Bill Stoneham, highly respected Ex Head and Ofsted Inspector, carried out an intensive 1 day inspection on Thursday 7<sup>th</sup> Nov looking at consistency of the quality of Learning and Teaching and student behaviour. The formal report from the day is expected imminently but early feedback from Bill was very positive.

A new SIP has been appointed to challenge and support the Principal and SLT to ensure the Academy meets all targets set.

Gary Nelson  
Principal  
UAE South Bank.  
Nov 2016.

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Paper title:	UAE External Review
Board/Committee	University Academy of Engineering South Bank Local Governing Body
Date of meeting:	23 <sup>rd</sup> November 2016
Author:	Gary Nelson, Principal
Purpose:	For discussion.
Recommendation:	On Thursday, 3 <sup>rd</sup> November an external inspector with experience of OfSTED inspections undertook a review of the Academy in preparation for the OfSTED inspection, feedback is provided below.

### **University Academy of Engineering South Bank Review 3<sup>rd</sup> November 2016**

The evidence for this report was gathered during a one day visit. The emphasis of the review was on teaching and learning. A series of lesson walks were undertaken in the company of senior academy staff. Behaviour around the academy, including in the restaurant was observed. Meetings were held with a group of students and two groups of staff. Safeguarding arrangements were also scrutinised. As no students attending the academy have, as yet, sat any external examinations, no analysis of attainment was undertaken.

#### **Safeguarding:**

- The SCR is maintained to a high standard and the changes recommended during my visit in February have been implemented. In terms of good practice, one small adjustment should be made. The register should, ideally, show the current address of all staff employed.
- IT filters were checked. No causes of concern were identified though the index pages of some potentially dangerous or unacceptable sites could be accessed. No offences images were accessible, however.
- In terms of good practice it is recommended that the academy's IT manager undertakes monthly checks to ensure that there are no student, or staff, abuses of the IT system. It is also important that when undertaking such checks that the use of foreign domains are monitored.
- It is further recommended that internet safety is a standard agenda item on all full meetings of the academy's governing body. The returns from the IT manager can then be formally recorded under this agenda item. It is anticipated that in the usual response will be 'nothing to report'; but it will show that vetting is thorough and that safeguarding is given high priority.

**Behaviour:**

- A pleasing standard of behaviour was the norm and no worrying or concerning incidents were seen.
- Students were observed arriving for morning school in an orderly manner and they were greeted warmly at the entrance gate by a member of staff.
- Behaviour witnessed around the academy was at least consistently good. It was rare to see students walking around the academy during lesson times. Those who were observed were usually carrying clearly visible official passes.
- Behaviour at lunchtime and at lesson turnover was of a high standard. Indeed, lunchtime provided a good opportunity for students to socialise. It was pleasing to see the harmony that existed within the student population; students from different cultures and ethnic groups conversed and socialised in a sensible and mature fashion.
- The academy has made effective lunchtime provision for its growing number of students. Not only did the students interact with one another well, they treated the restaurant respectfully. The lack of litter was noticeable and the students were diligent in clearing away their dirty plates and dishes.
- In all areas of the academy, there was a lack of litter and no graffiti was observed. Students are clearly treating all areas of their learning environment with respect. They are taking responsibility and social and moral development are strong.
- Behaviour in lessons was calm. Where teaching was especially effective, such as in art, history and Spanish, students showed responsibility and their behaviour for learning was particularly good.
- In those lessons where the pace of learning was slower and the work was less challenging and engaging, behaviour for learning was less good; students tended to be compliant and showed signs of boredom by sitting passively at their desks and taking little part in the proceedings. Such behaviour was witnessed in both mathematics and science.
- Some Year 12 lessons were visited. It was pleasing to see the enthusiasm of the students; their behaviour was at least good. It was particularly impressive in a product development lesson where students were offered appropriate opportunities to take responsibility for their learning. A most impressive aspect of this was the way that students were discussing their work and helping one another to solve the challenges set by their teacher. Learning was promoted most effectively in this classroom.
- Though attendance was not looked at specifically, anecdotal evidence presented indicates outcomes that are above average for secondary schools nationally.
- Overall, the behaviour witnessed during this visit was of a pleasingly high standard.

**Staff Views:**

- Staff morale came over as being high. More experienced staff highlighted the changes that have taken place over a reasonably short period of time. They acknowledged that change can often be associated with uncertainty but, overall, they believed that the academy was now a happier place in which to work and that intentions are now far clearer. They also offered the view that it is now more 'collegiate' and that they felt more valued.
- The staff who are both new to the academy and to teaching all said that they are well supported. They praised their mentors and offered the view that the academy was a good place to work and that they were enjoying their work, though some concerns were raised about how to manage the volume of work involved.

### Teaching and Learning:

- Based on what was seen during this visit, it is clear that in some classes the quality of teaching and learning are at least good but that there is far too much variation in what students are offered, what is expected of them and, therefore, there is too much variation in the quality of learning outcomes.
- These points were readily acknowledged by all senior staff who took part in the learning walks.
- Learning that was at least good was seen in art and design, history and Spanish. Learning in English and drama showed promise but these classes were taught by inexperienced teachers. Both showed considerable promise but learning was not consistent because these teachers are still honing their skills and craft. Nevertheless their planning for learning was good and they were challenging the students.
- In the sixth form the quality of teaching promoted good progress and learning in physics and product design. Learning in a mathematics class was more pedestrian because the teacher was inclined to do too much of the work and the level of challenge was reduced.
- Learning was less effective in main school lessons in mathematics and physics. In mathematics learning was below expectations because the teacher was inadequately prepared, the lesson was far too slow to start and the teacher caused a confrontation with a small number of students. This served to slow learning further and caused some short term disruption.
- The science lesson visited did not feature acceptable learning. This was mainly because an inexperienced teacher struggled to gain the attention of all students. His planning lacked finesse and the challenges set did not properly, or fully, engage, enthuse and motivate the students.
- Where particularly good learning was observed staff showed great enthusiasm for their subjects. Planning for learning was especially good and the students were successfully challenged to take responsibility for their own learning. Expectations were high and the work set succeeded in engaging and challenging the students. Good questioning techniques from the teachers served to reinforce the quality of learning observed.
- Variations were also evident in marking and assessment and in the way students presented their work. From evidence gained during this visit, staff are not consistently setting their expectations of what the students can achieve high enough. Marking for literacy also shows too much variability.
- It is not entirely clear which assessment model staff are using. Some deploy the WWW/EBI model, but not all adhere to this approach. This is confusing the students.
- Even where this model is used, its effectiveness is variable. This is because some staff do not set appropriate EBIs. This is an area where further staff training is required because staff need to be skilled in setting EBIs that actually embedded and extend learning.
- It was rare to see the WWW/EBI model being enhanced by clear evidence of students responding formally to the EBIs. For the model to work most effectively, it is essential that the student response (SR) aspect of the model is always implemented in a qualitative manner.
- Even where the assessment model is applied well, as in history, marking for literacy still requires improvement. For example, some very good written work was seen relating to the history of medicine but words such as hygiene were not corrected when spelt incorrectly.
- Some potentially good literacy work was seen in a Year 7 drama lesson and a GCSE PE class, but nothing was recorded. It is important that students have exercise books in which to record their work and to undertake regular written assignments; otherwise opportunities to develop literacy skills will be missed.

- Based on the observations made it is evident that not all staff are not setting their expectations high enough. In art, history and Spanish, for example, work was generally well presented and there was evidence of pride. Too often, however, work in books was not presented well; diagrams were poorly presented, rulers were not used and written work was careless and lacked attention to detail and mistakes often went uncorrected. These are all factors that have the potential to lead to teaching and learning being downgraded by an inspection team.
- It is strongly advised that a set on basic non-negotiable standards are agreed with staff and are applied rigidly in all classes. This includes such things as rulers always being used for underlining, standards for the presentation of diagrams being set high and dictionaries being available, on desks, in all lessons.

#### **Student View:**

- Students consulted liked the academy and the opportunities offered. All said that they were pleased to be attending and would readily recommend the academy to others.
- Though the sixth form is small, students are enjoying their education, feel well taught and supported and like the emphasis placed on engineering and associated subjects.
- Younger students reported that the academy has improved on last year. They too report that they are generally well taught though there is some disruption to learning in a small, but frequent, minority of lessons. This low level disruption is usually associated with idle chatter that is not controlled by the class teacher.
- Students reported that disruption is associated with a small number of teachers, but that it is not widespread across the academy.
- Students raised issues about variations in marking and assessment and expressed concerns about homework. They highlighted inconsistencies in the way their work is marked and the quality of feedback received.
- They are unclear about the present homework arrangements and requested greater clarity on this issue. They would particularly welcome a homework timetable that is adhered to by staff. They also requested that staff are given guidance on the volume of homework that should be set.
- Students were unanimous in their view that the academy is safe. There is a lack of bullying and incidents associated with sexism, racism or homophobic behaviour are exceeding rare.
- If any adverse incidents do occur, the students are confident that staff will act accordingly and take all reports seriously. Students have considerable faith and confidence in their staff.
- Students do not always feel safe in the immediate community outside the academy, especially given the late finish to the academy day and the advent of darker evenings. Some said that their parents and carers are also concerned about this issue.

#### **Leadership and Management:**

- Senior staff know the academy and its students well. On our learning walks they identified strengths and weaknesses in teaching and learning accurately; there were no shocks during the day.
- Senior staff are able to evaluate the quality of teaching and learning with accuracy but they must remember to place the emphasis on learning outcomes.
- It is clear that considerable work has been successfully undertaken to establish standards in relation to behaviour around the academy. This is reflected in the calm atmosphere and lack of litter, for example.
- The main issue identified is the leadership at departmental level. The variations in marking, assessment, expectations and presentation of work suggest that subject leaders need some quite detailed and focused training on their roles and responsibilities.

- Too many variations in practice were identified in mathematics and science, for example, and these inconsistencies are having a negative impact on learning outcomes.

**Recommendations:**

- Ensure that all addresses on the SCR are current and accurate.
- Undertake monthly checks on staff and student internet use and pay particular attention to the accessing of foreign domains.
- Have internet safety as a standard item on the agenda for all full governors' meetings.
- In light of safety issues raised by students review the timing of the academy day.
- Ensure greater consistency in the leadership and management of departments by eliminating the inconsistencies that currently exist especially in mathematics and science.
- Eliminate the inconsistencies that currently exist in teaching and learning by ensuring that:
  - the promotion of literacy is consistent, thorough and detailed across all subjects;
  - agree on an academy-wide marking and assessment policy that is adhered rigidly to by all teachers;
  - all staff set high standards in terms of how work is presented. Work that falls below expectations should not be accepted and should be repeated;
  - there is an agreed homework policy and homework timetable. It is important that the homework timetable is adhered to by all teaching staff;
  - set homework always adds value to learning and is more detailed than simply requesting that work is finished;
  - staff plan learning activities that properly and fully engage, challenge and motivate all students;
  - students work harder than their teachers in lessons.

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Create your future

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Paper title:	UAE Development Plan & Self Evaluation Form
Board/Committee	University Academy of Engineering South Bank Local Governing Body
Date of meeting:	23 <sup>rd</sup> November 2016
Author:	Gary Nelson, Principal
Purpose:	For discussion.

## **UAE South Bank School Development Plan**

**School Development Plan 2016 – 2018 - Subject to annual review and termly RAG.**

### **Summary Focus Objectives:**

- To ensure good or better Learning and Teaching practices are consistently embedded across the Academy to ensure sustained outstanding performance.
- To ensure Behaviour and Attitude to Learning is at least good everywhere within and across our entire learning community.
- To ensure all staff are appropriately challenged, trained and supported at UAE SB to achieve the highest standards of professional behaviour and accountability.
- To ensure our learners receive the very best overall learning experience and preparation for life through the development of skills and professional competence.
- To ensure UAE SB is a safe, caring and supportive environment which allows all students, regardless of starting points or background, to flourish.
- To ensure UAE SB becomes a local and national beacon to other STEAM centred schools in achieving our vision.

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# UAE South Bank School Development Plan.

## Priority focus.. Effectiveness of Leadership and Management at UAE South Bank.

Action	Target Date	Success	Evidence/ QA	Responsibility/ Leader	Cost	Termly RAG Review					
						1	2	3	4	5	6
<b>Objective: To ensure UAE South Bank's leadership at all levels strives towards becoming and remaining outstanding.</b>											
To develop the effectiveness of leadership at the school through CPD, challenge and support both in house and via external providers.	Ongoing, Formal review summer 2017.	Leadership is effective at all levels and ensures that the highest standards are prevalent across the school and leaders model outstanding behaviour to each other and to all stakeholders. Leaders demonstrate an explicit commitment to a growth culture at UAE SB and take every opportunity to share this philosophy to everyone within the Academy. Leaders hold everyone to account but do so with compassion and understanding to ensure maximum and sustained institutional success.	CPD Evidence, SLT minutes, PD meeting evidence records, Staff training records. NQT induction programme and mentor notes. New Staff induction records.	GN/ SLT	Time, staffing, PD time.	R					
To establish a new Extended Leadership Group which will meet regularly to ensure all key areas of the Academy remain firmly collectively focused on achieving the UAE SB's vision. The ELG will be made up of the SLT, the SENDCO, Student Services Manager, the Academy's Business Manager and the Officer Manager.	Ongoing, Formal review summer 2017.	The new ELG is very effective in collectively supporting the achievement of the Academy's vision through improved communication and high level teamwork.	ELG meeting records, SLT meeting records.	GN/SLT/ELG.	Time, ELG meeting time.	R					
To improve the quality and accuracy of communication across all levels of leadership and staff at the school via a range of mechanisms and systems.	Ongoing, Formal review summer 2017.	Communication between all staff at the school is effective in continually promoting the vision for the school and providing important practical information to successfully aid day to day operation.	Weekly PD meeting notes, Briefing notes, Week Ahead Sheets, Line management meeting and Performance management records. Staff bulletin. Middle Leader meeting notes. Staff survey feedback. Website – Content and compliance.	SLT/ EA to the Principal, Office Manager.	Time, Admin costs.	A					
To ensure carefully designed and effective line management structures are in place focused on improving performance and developing leadership.	Ongoing, Formal review summer 2017.	The leadership structure within the school is effective and efficient in ensuring the overall vision for the school is realised.	Performance Management docs, Line management notes,	SLT	Time	A					
To ensure consistent rigour of accountability of all staff via Performance Management at the school.	Ongoing, Formal review summer 2017.	All staff are accountable for their performance and achieving realistic but aspirational success targets. All staff know the importance of their individual role and the need for their success to help ensure overall success.	Performance Management records, Meeting minutes,	SLT, Middle Leaders.	Time	A					

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To complete a regularly updated, comprehensive and detailed annually reviewed Academy SEF to ensure reflection and proper transparent accountability takes centre stage in the organisation's profile and reputation.	Ongoing, Formal review summer 2017.	A comprehensive and regularly updated SEF is in place and is a pivotal document in school development planning. Governors and Leaders are fully conversant with the Academy's strengths and areas for development and know where to focus on to bring about further improvement.	SEF, SDP.	GN/JP/ SLT	Time	A					
Rigorous Learning Area Self Evaluation to be undertaken at the start of each academic year which includes examination/achievement performance analysis driving learning area action plans.	Ongoing, Formal review summer 2017.	Learning Area SEF completed and regularly reviewed at line management meetings in order to continually improve outcomes for students. Learning Area SEF's feed into the Academy SEF.	Line management meeting notes, SLT	Leaders of Learning / SLT	Time	A					
To work with South Bank University, the Trust's CEO and Directors in the overall development of Senior and Middle Leadership to support holding them accountable for achieving UAE South Bank's vision.	Ongoing, Formal review summer 2017.	UAE South Bank takes full advantage of being a SASH partner school and the expertise within the Trust and as such make the best use of the latest educational research, shared best practice and the general collective determination to achieve the very best for our young people.	MAT and SASH meeting records.	SLT/ all connected groups	Time	A					

### Priority focus: The quality of Teaching, Learning and Assessment at UAE South Bank.

Action[	Target Date	Success	Evidence/ QA	Responsibility/ Leader	Cost	Termly RAG Review					
						R	A	G			
						1	2	3	4	5	6
<b>Objective: To ensure Learning and Teaching and the use of Assessment is at least good across all areas of the Academy.</b>											
To create and embed outstanding Learning and Teaching strategies and policies based around effective AFL and to challenge students with the very highest expectations regarding their achievement.	Ongoing, Formal review summer 2017.	Consistently applied and effective Learning and Teaching practices are embedded in line with Academy policy. Students make at least good progress, enjoy their learning and possess a determination to achieve even more.	Teaching and Learning policy and Assessment Policy, Academy wide Behaviour Management strategies, classroom posters, Weekly PD meeting minutes.	GN/AM/ JP/SLT.	Staffing, Time	A					
To establish an academy wide literacy focus to improve access and drive student progress in all learning areas.	Ongoing Formal review summer 2017.	Reading becomes an integral part of Academy life. Teachers consistently include a literacy focus or theme in all lessons and also mark student work and assignments with regard levels of literacy. Progress is seen in student extending writing tasks. Reading ages improve following intervention.	Fully functioning LRC, Student reading records, Literacy PDs, Literacy posters in classroom, Literacy section in planner, AR progress data, Book monitoring for literacy and extended writing.	AM/SLT/KT	Cost of full time Librarian £4100 for AR, year 1. £3000 to establish a fully functioning LRC.	R					

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To embed the consistent use of new high impact Behaviour for Learning systems.	Ongoing, Formal review summer 2017.	Behaviour for Learning is at least Good across all areas of the Academy and progress made by learners is affected accordingly through consistent application of Behaviour management systems and the consistent repetition of high UAE SB expectations.	SLT minutes and actions, PD minutes, Policy documentation, lesson observation records.	GN/RH/ SLT/Middle Leadership. Student Services Team.	Staff training, time.	R					
To introduce and carry out rigorous and secure quality assurance of Teaching and Learning at the Academy.	Ongoing, Formal review summer 2017.	Learning and Teaching is regularly and accurately monitored and appropriate intervention applied where necessary. 80% of lessons observed to be judged as good and 10% outstanding. Lesson observation outcomes and feedback are shared in all SLT meetings.	Lesson Observation records, Learning walk records, summative Lesson monitoring summative data. Performance management records. SLT agendas/ notes and actions.	SLT/ Middle Leadership.	Staffing, Time, PD records. IRIS technology.	R					
To maximise achievement at UAE South Bank by ensuring attendance of all students is it at least in line with national averages.	Ongoing, Formal review summer 2017.	Attendance is monitored regularly and correct and effective intervention is applied to ensure that students' attendance is at least good with particular attention being paid to PA students. High attendance continues to be awarded throughout the academic year.	Attendance data	RH/ NM/ SLT	Staffing, Time, Rewards budget.	G					
To horizon scan in association with other partner schools and national development groups e.g. PTI, SSAT to ensure the very best practice in the development and QA of Teaching and Learning is carried out at UAE SB Academy.	Ongoing, Formal review summer 2017.	UAE SB is kept up to date with the latest school wide performance developments with regard to maximising the school's efficiency and effectiveness. UAE SB is a proud and active member of SSLP (Southwark Schools Learning Partnership). UAE SB is a proud and active member and SASH membership (Southwark Authority Secondary Heads).	SLT notes, SDP foci.	SLT/ MAT.	Staffing,	A					

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Priority.. To ensure outstanding aspirational outcomes are achieved at UAE South Bank.

Action	Target Date	Success	Evidence/ QA	Responsibility/ Leader	Cost	Termly RAG Review					
						1	2	3	4	5	6
<b>Objective: To ensure UAE SB's students make the very best progress at the Academy.</b>											
To create aspirational targets based on external sources and rigorous internal base testing on arrival e.g. CAT if. AR baseline test.	Ongoing, Formal review summer 2017.	All students at UAE SB have an aspirational but realistic target for their achievement which they demonstrate a determination to achieve. These targets are generated from the earliest available base data but then regularly revisited to ensure their accuracy and appropriateness of challenge.	Data records, Performance analysis vs. targets, SIMs,	JP/ NM/SLT.	Staffing, Time. AR costs.	A					
To review progress data at the end of each module to access performance, track improvement and plan appropriate intervention.	Ongoing, Formal review summer 2017.	Progress analysis provides valuable accurate data to help support accurate targeting of intervention. Corresponding intervention is then appropriate and effective	Data analysis documentation and corresponding action plan records.	JP/ SLT	Staffing, time. LM records, SLT records, PM records.	A					
To continue to embed a culture of increased high expectation with regard Students' behaviour both in and around the Academy's classrooms.	Ongoing, Formal review summer 2017.	All student's engagement with learning improves in line with high expectations set by staff around the school. Students' independent learning ability is strengthened and deadlines for submission of work are more regularly met by all learners.	Lesson observation data, Learning walk evidence, Professional Conduct analysis evidence and intervention records.	SLT/ Student Services Team/ All staff.	Staffing, Time.	R					
To ensure the Academy curriculum design and organisation is the very best available to ensure learners are kept more actively engaged and make best progress in their subject areas.	Ongoing, Formal review summer 2017.	An appropriate and highly engaging curriculum provides more opportunities for learners to access staff expertise and key resources to help them make even better progress than expected. Level 2 and 3 Options are popular with all stakeholders, achieve the Academy's vision and ensure students make the best progress at the Academy for their successful lives ahead. Homework, extension and 'prep' challenges are used to improve learner engagement and achievement inside and outside of lessons.	UAE SB Curriculum plan and Academy Timetable. Student feedback records. Learning area curriculum plans.	JP/AM/SLT	Staffing, Time	A					
To introduce a new Student Planner which provides students with a higher quality, more professional diary based design.		Students record important notes e.g. regarding assignment and/or homework details and deadlines in their Student planners as standard practice. Tutors and Parents check planners on a weekly basis and use the Student Planner to communicate regarding the student's progress and required actions.	Student Planner design. Student feedback. Parental/ Family feedback.	RH/GN/SLT.	Tutor time. New Planner costs.	R					
To ensure attendance is kept at least in line with national averages.	Ongoing, Formal review summer 2017.	Attendance at UAE SB remains above national averages.	Attendance data.	NM/JP/ SLT	Staffing, Time, Paper resources.	G					

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To ensure student target groups i.e. Pupil Premium students, persistent absence, EAL, SEND performance is in line with expectations.	Ongoing, Formal review summer 2017.	All groups of students make equally good progress regardless of classification group narrowing the gap in all performance areas.	Data records, SIMs. 4matrix outcomes.	JP/NM/SLT	Staffing, time.	A					
To horizon scan in association with other partner schools and national development groups e.g. PTI, SSAT to ensure the very best practice is carried out in ensuring students achieve in line with aspirational expectations here at UAE SB.	Ongoing, Formal review summer 2017.	UAE SB is kept up to date with the latest research in maximising Learner achievement and the Academy introduces appropriate, best fit new practice when and wherever possible. UAE SB remains actively involved in SSLP and SASH.	SEF/SDP.	SLT and Middle Leaders/ Governors.	Staffing, Meeting attendance costs, time.	A					

### Priority.. To ensure behaviour and student support at UAE South Bank is outstanding.

Action	Target Date	Success	Evidence/ QA	Responsibility/ Leader	Cost	Termly RAG Review					
						R	A	G	1	2	3
<b>Objective: To ensure behaviour for learning and individual support at UAE SB prepares our students properly for future challenges.</b>											
Review and develop the effectiveness of UAE SB's behaviour management systems to ensure clarity, consistency and effectiveness in its application.	Ongoing, Formal review summer 2017.	Behaviour at UAE SB is at least good and low level disruption in lessons and around the school is kept to a minimum. A clear referral and support based Leadership and Management structure is both in place and established.  The newly formed Student Services team is effective in supporting staff in improving learning experiences and in ensuring the well-being of all students at the Academy.  Students always arrive ready to learn and are fully prepared to engage in their learning.  All staff consistently and fairly apply the new sanctions and rewards system in the classroom and around the Academy.  Student counselling is introduced to ensure students are best supported and times of acute need.	Learning walks Feedback from Families. Student feedback Exclusion records Behaviour records/ statistics. L and M structure. PD meeting records.	RH/JB/ SLT	Staffing, time, £500 consultant, external moderator to review Behaviours for learning. PD time.	R					
To establish and quickly embed the new rewards policy and ensure rewards and sanctions at UAE SB are both motivating, fair and appropriate.	Ongoing, Formal review summer 2017.	A culture of success and praise is established and then embedded across the Academy.	Lesson observation records, Learning walk records, SLT meeting records.	RH/JA/SLT	Time, £15,000 Rewards budget	A					

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To establish highly effective CEIAG at UAESB and provide individual advice and guidance for all learners, leading to progression routes for all and meaningful preparation for the world of work.	Ongoing, Formal review summer 2017.	All students have access to the highest quality CEIAG and make informed choices towards accessing meaningful career pathways. All Year 12 students have the opportunity to carry out structured and appropriate work related learning.	Student succession records, Student feedback.	ML/ SLT.	Time, staffing.	R					
To horizon scan in association with other partner schools and national development groups e.g. PTI, SSAT to ensure the very best Behaviour and Support practice is carried out at UAE SB.	Ongoing, Formal review summer 2017.	To ensure UAE SB seeks out the very best practice in ensuring that the most effective behaviour and support strategies are implemented here at the school. UAE SB remains actively involved in SSLP and SASH.	Behaviour and Support based leadership records.	SLT, Student Services team/SENDSCO.	Time	A					

# Self-Evaluation Form

## September 2016

<p><b>Overall effectiveness: the quality of education provided in the school:</b> UAE Southbank Academy now requires improvement.</p> <p><b>For UAE Southbank Academy to secure good and beyond:</b> Learning outcomes need to be externally moderated and verified. Inadequate teaching needs to be eradicated. The majority of teaching needs to be good or better. Student behaviour needs to improve further. A culture shift from behaviour for learning to attitude to learning needs to take place. The curriculum at KS4 needs to be developed further.</p>			
Grade Descriptor RAG rated <sup>1</sup>	Evaluation	Evidence base	Next Steps
<p>The quality of teaching, learning and assessment is at least good.</p>	<p>-Teaching is improving with very little inadequate teaching. Good or better = 50%, Outstanding =10% (3), Inadequate 7% (2)</p> <p>-Project based learning is evident across KS3 and is enjoyed by students. Teaching practice is 'patchy' (variation within learning areas in teaching profile) and needs to be more consistent across the academy (highlighted by implementation of agreed routines)</p>	<p>T&amp;L profile (module1) Lesson Observation forms Work scrutiny forms Student voice forms</p> <p>LW drop in forms Teaching profile</p>	<p>-All teachers are inducted onto a layered coaching programme (eg. Good to outstanding) -Introduce TEEP model to develop core style and identity -Schemes of learning (SoL) at Ks4 need to be developed to transition from project based learning to a formal GCSE style that will prepare students for public examinations</p>
<p>Outcomes for students is at least good</p>	<p>- Outcomes for 2015-16 show the academy is making good progress. This needs to be moderated externally and verified. High ability students need more stretch and challenge.</p>	<p>Module 6 data 2015/16 and Module 1 data 2016/17</p>	<p>-External moderation of work and assessments in year 7,8 and 9 is needed (SASH, City Heights, Michael Faraday) as a matter of urgency -More students need to make rapid progress in particular High ability students.</p>

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

<p>Leadership and Management is likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving it rapidly and securely towards good.</p>	<p>-Leadership and management since July 2016 has stabilised the academy and with added capacity since September 2016 has had positive impact with staff cohesion. For instance the introduction of a transparent quality assurance cycle has meant staff are better informed about school processes and their timings. A middle leadership group has been created which now has input with SEF and development planning</p>	<p>Student Voice Middle leader minutes AP analysis ML SEF</p>	<p>-Recruit a Headteacher by October -Secure SIP consultancy to support current leadership team.</p>
<p>Deliberate and effective action is taken to promote students' spiritual, moral, social and cultural development and their physical well-being.</p>	<p>-Attendance is good and above the national average. It was 97% in 2015 and is 96% so far for 2016. -Improvement in behaviour has been significant with the introduction of a behaviour management system which has led to less disruption in lessons. More work needs to be done with consistency and follow up strategies to persistent low level disruption and student behaviour out of lessons.</p>	<p>S3 data reports by year, community group and subject area P3 records and reward Bus lists</p>	<p>-Persistent absence needs to be reduced. -Introduce support systems and alternative provision for persistently disruptive students.</p>
<p>Safeguarding is effective.</p>	<p>- Safeguarding and recruitment responsibilities have been reviewed and now have clear lines of accountability. Subsequently procedures have been reviewed to ensure robust systems are up to date and in place. Staff are made aware of PREVENT issues upon induction. More frequent Safeguarding related updates are required. -Link with Southwark safeguarding Lead to review procedures. Safeguarding policy has been reviewed and altered. Awaiting ratification by Governors. More robust signing-in procedures have been established.  -The reporting of bullying and procedures to deal with it are being reviewed to make referral clearer and more effective  -Exit from the physical site is problematic with potential 'choke points' caused by ageing building design. Currently it is being effectively managed by diligence of staff on duties who are aware of the issue and the opening of two gates.</p>	<p>Single Central Register Safeguarding logs Records of Referrals Signed PREVENT documentation          Bullying log</p>	<p>-Restructure SLT responsibilities to ensure clarity and swift response to safeguarding issues -Training around community specific issues FGM is needed -Exit from the academy site needs to be reviewed in terms of remodelling exit points. -Update travel plan -Review online policy   -Appoint a Student Welfare Officer.</p>

**Effectiveness of leadership and management requires improvement:** Leadership and management now requires improvement but is rapidly moving towards good. The improvements necessary for the school to be good are being successfully implemented. Governors are starting to demonstrate the impact of the challenge they provide and middle leaders are being developed so that they can demonstrate the sustained impact of their work. There is now a culture of accountability. Regular monitoring ensures that the leadership team has an accurate assessment of the quality of teaching, which will be regularly verified by external review, this is enabling targeted support, which is leading to improvements in the quality of teaching.

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

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

	quality of teaching, which is enabling targeted support, which is leading to improvements in the quality of teaching.		leaders and teachers' improvement.
Teachers value the continuing professional development provided by the school. It is having a positive impact on their teaching and students' learning. Teaching is consistently strong across the school or, where it is not, it is improving rapidly.	<ul style="list-style-type: none"> <li>Effective professional development through the PD programme is providing a more consistent and shared approach to developing teaching.</li> <li>The timetable has been altered to ensure learning areas have time to plan jointly each week.</li> <li>Quality Assurance provides all staff to joint observe with an experienced member of staff led by leadership team with Lol's to ensure consistency of judgement and quality of provided feedback</li> </ul>	Quality Assurance cycle PD programme Published timetable lesson summary/report Lesson observation forms	Introduce TEEP into lessons mid November 2016 Establish TEEP 2 delivery team of good practitioners
Governors hold senior leaders stringently to account for all aspects of the school's performance, including the use of pupil premium, the primary PE and sport premium and SEN funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for students.	<ul style="list-style-type: none"> <li>The experienced Chair of the board of Trustees, by recruiting new Governors, directing support for Governors and ensuring visits and meetings are focused on developing a better understanding of the school, has ensured that Governors now having greater impact. This means Governors are more able to provide effective support and challenge. For example support with behaviour and the challenge around self-evaluation, the presentation of the school improvement plan and safeguarding procedures.</li> </ul>	Governors meeting minutes  Headteachers and SLT reports to governors  Governor visit reports	Governors need to have a good awareness of the school's strengths and weaknesses and provide effective challenge and support, they need to implement a plan to provide greater strategic direction for the school.
The broad and balanced curriculum provides a wide range of opportunities for students to learn. The range of subjects and courses helps students acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. This supports students' good progress. The curriculum also contributes well to students' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.	<ul style="list-style-type: none"> <li>The curriculum is STEAM based with an emphasis on project based and themed learning across the academy. This provides instantly recognisable and transferable skills to different subject areas. The curriculum at KS3 is broad, balanced and appropriate. Option choices taken at the end of year 8 ensure high motivation and challenge for students. Aspirations for students are high as the vast majority of students have access to Triple Science, Engineering and Computer Science and the English Baccalaureate and the basket of 8. The mixed ability setting has provided greater challenge and aspiration for all (particularly the least able).</li> </ul>	SoL, university challenges  Attendance rate above the national average  AEN register and support plans Case studies of key Students	-Implement a bespoke alternative provision, with skilled and experienced staff, to ensure the curriculum is appropriate for our most vulnerable students. -Revise setting arrangements for KS4 (Year 9 upwards) to provide further challenge for the more able ie a top stream with mixed ability setting elsewhere.
Leaders consistently promote fundamental British values and	<ul style="list-style-type: none"> <li>Through the House system and community time activities, leaders are promoting fundamental</li> </ul>	Community time and Assemblies	Values conferences to be organised and

students' spiritual, moral, social and cultural development.	British values and students' spiritual, moral, social and cultural development.	programme Pastoral resources folder	implemented by Humanities department
Leaders promote equality of opportunity and diversity, resulting in a positive school culture. Staff and students work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and students do not tolerate prejudiced behaviour.	<ul style="list-style-type: none"> <li>The academy is broad and diverse in its makeup (which is also reflected in its staffing). There is a tolerance and celebration of different cultures and needs. For example Celebration of Chinese New Year with the Confucious centre. A prayer room has been provided for staff and students to use at key times. Discriminatory incidents which are very few are, recorded and dealt with appropriately.</li> </ul>	PP funding breakdown. Racist incident log.	Promote and celebrate different cultures and diversity through community time and assemblies Implement bullying log
Safeguarding is effective. Leaders and staff take appropriate action to identify students who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those students.	<ul style="list-style-type: none"> <li>Safeguarding is effective. Leaders and staff take appropriate action to identify students who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those students.</li> </ul>	Single Central Register (SCR) Student training for online safety in SoL Annual Safeguarding training for all staff	Full review of the physical site Raise awareness of cultural issues such as FGM
Leaders protect students from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with students	<ul style="list-style-type: none"> <li>All staff have initial induction training on Prevent awareness and Keeping Children safe in education. Further training for staff on preventing extremism, to ensure vigilance, will take place in the spring term.</li> </ul>	Prevent training during August PD days for all staff	Critical incident plan to be reviewed in Autumn term

**Quality of teaching, learning and assessment requires improvement:** Staffing is now stable; however, teaching still requires improvement, as too much teaching is still not securely good. Where staff are either not yet qualified or inexperienced, too often lesson activities are passive for students and misconceptions are not tackled, which effects the pace and challenge and therefore the progress of the lesson.

**For teaching, learning and assessment to be good:** A coherent and consistent learning cycle needs to be established. Planning needs to be focussed on questioning and more activity based learning to improve engagement. Coaching and support programmes need to be established for staff at all skill levels. Assessment data needs to be accurate and moderated and used effectively for intervention.

Grade Descriptor RAG rated	Evaluation	Evidence base	Next Steps
<p>Teachers use effective planning to help students learn well. Time in lessons is used productively. Students focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge students</p>	<ul style="list-style-type: none"> <li>A clear rewards and sanctions procedure is in place and being implemented. On the very few occasions where teaching is inadequate, this is often linked to poor classroom management eg. Not enforcing procedures consistently. Where teaching requires improvement more thought need to be given to how activities are linked to learning.</li> </ul>	<p>Deployment of student support leader team</p>	<p>Use of learning area curriculum time needs to be focussed on lesson planning Write a L&amp;T policy</p>
<p>In lessons, teachers develop, consolidate and deepen students' knowledge, understanding and skills. They give sufficient time for students to review what they are learning and to develop further. Teachers identify and support effectively those students who start to fall behind and intervene quickly to help them to improve their learning.</p>	<ul style="list-style-type: none"> <li>As the academy is expanding bespoke data analysis is no longer viable. Data analysis software (4matrix) has been purchased in September to help class teachers analyse progress using transition matrices and identify students who need further support and intervention.</li> </ul>	<p>4matrix class teachers matrices. Assessment point analysis from Leaders of learning</p>	<p>Intervention programme needs to be established to help students who are falling behind. Eg Booster classes during enrichment LA's to work with small groups in LRC</p>
<p>Teachers use their secure subject knowledge to plan learning that sustains students' interest and challenges their thinking. They use questioning skilfully to probe students' responses and they reshape tasks and explanations so that students better understand new concepts. Teachers tackle misconceptions and build on students' strengths.</p>	<ul style="list-style-type: none"> <li>Learning Walks, observations, work scrutiny and drop-ins have identified good practice and areas for development across the academy.</li> <li>Project based learning helps sustain interest and motivation as well as reinforce conceptual understanding through real life contexts.</li> </ul>	<p>Learning areas schemes of learning and planning maps that show key questions and identification of common misconceptions University Challenge overview</p>	<p>A learning cycle needs to be implemented, so that all staff provide high challenge, and create an environment where the students are prepared to take risks and learn from their mistakes.</p>

<p>Teachers give students feedback in line with the school's assessment policy. Students use this feedback well and they know what they need to do to improve.</p>	<ul style="list-style-type: none"> <li>The feedback policy ensures that students respond to teacher comments so that marking has a positive impact on progress over time.</li> <li>Teachers have recently adopted a www/ebi approach to formative marking and assessment.</li> </ul>	<p>Book monitoring Marking for literacy and numeracy</p>	<p>Staff need to know what the impact of good feedback looks like across all learning areas by sharing best practice.</p>
<p>Teachers set homework, in line with the school's policy and as appropriate for the age and stage of students, that consolidates learning and prepares students well for work to come.</p>	<ul style="list-style-type: none"> <li>At this time homework is not set by the academy on a formal basis. Instead students have a longer school day and in addition must attend at least one enrichment session per week between 4-5pm. This is under review. Historically optional Home learning is sometimes set. There is an appetite for this to change amongst staff, students and parents.</li> </ul>	<p>Parental feedback about HW on open evening.</p>	<p>Home learning needs to be considered in the review of the curriculum model for 2016-17 Set up a steering group to look at HW</p>
<p>Teachers develop students' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.</p>	<ul style="list-style-type: none"> <li>Improving whole school literacy is an immediate priority as it may be preventing students from accessing the learning in lessons</li> <li>Marking for literacy is an expectation across the academy with extra EAL support, from the MFL department, in place in English lessons. Mathematics and numeracy is encouraged through the use STEAM themed and project based learning</li> <li>Upon entry student numeracy skills are better than their literacy skills</li> </ul>	<p>KS2 data upon entry</p> <p>Book monitoring every half term.</p> <p>Reading age tests (not in place)</p>	<p>Ensure marking for literacy is embedded across all learning areas. Form Literacy team from existing staff</p> <p>Benchmark reading age across the whole academy and create a profile for each year group. Accelerated reader programme for identified students who are below their chronological age.</p>
<p>Teachers expect and encourage all students to work with positive attitudes so that they can apply themselves and make strong progress.</p>	<ul style="list-style-type: none"> <li>Students are rewarded for positive learning through the reward system P1, P2 and P3</li> <li>End of module reward for students with most P3s awarded – Reward bus</li> </ul>	<p>Achievement point data from SIMS End of module reward assemblies with certificates</p>	<p>Implement additional progress based rewards programme through SLT monitoring Introduce attitude to learning grades through the reporting system</p>
<p>Students develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-</p>	<ul style="list-style-type: none"> <li>Through project based STEAM learning and "University Challenges" at KS3 students have the opportunity to learn through contextual, real life situations and the academy vision of "Creating your Future" through connections, challenge and creativity</li> </ul>	<p>Schemes of Learning</p>	<p>Develop open ended tasks to provide stretch and challenge for all, especially high ability students</p>

curricular activities.			
Most students commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.	<ul style="list-style-type: none"> <li>At the end of every module students are assessed and given a direct improvement task relating to work they have completed over that module.</li> </ul>	Book monitoring	Change emphasis from behaviour for learning to attitude to learning by introducing attitude to learning grade in reporting
The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.	<ul style="list-style-type: none"> <li>Student progress is communicated to parents every module (half term). Progress has switched from old national curriculum levels to a decimalised 1-9 level system. This took careful explanation to parents at the end of last year but will need reinforcing and repeating with module 1 reports.</li> </ul>	Student reports	GCSE parents information evening planned for 2 <sup>nd</sup> module to explain changes and how to support their child
Teachers promote equality of opportunity and diversity in teaching and learning.	<ul style="list-style-type: none"> <li>Mixed ability teaching promotes equality of opportunity of all. This is supported by AEN awareness of students.</li> </ul>	AEN register, Personal Learning Plans.	Promote female engineers across the academy to challenge gender imbalance All planning must meet the needs of students across the ability range and for disabled students or those with special educational needs

**Personal development, behaviour and welfare requires improvement:** Personal Development, Behaviour and Welfare is improving because a policy and procedures for positive behaviour management have been introduced, better attitudes to learning are impacting on progress for most students, but persistent disruption for a small minority of students needs addressing. Attendance for a very few PA students needs to improve.

**For behaviour to be good:** The school needs to provided more effective intervention for the very small number of students who continue to be persistently disruptive  
Fully implement changes to attendance strategy focusing on rewards and greater challenge and support for all students, especially those 90% and below attenders.  
Raise post 16 aspirations.

Grade Descriptor RAG rated	Evaluation	Evidence base	Next Steps
Students are confident and self-assured. They take pride in their work, their School and their appearance.	<ul style="list-style-type: none"> <li>Staff politely but firmly challenge students about uniform (business attire) and are superbly supported by the student support team who hold students to account and help them organise themselves to rectify any ongoing issues.</li> </ul>	Preparation for Learning logs ie. Lateness lack of equipment	Student presentation of work needs to be addressed so that is consistent across the academy.
Students' attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make.	<ul style="list-style-type: none"> <li>Data analysis, Learning walks, student voice and external monitoring all indicate that discipline is improving. There has been an initial increase in external exclusions and internal isolations as a result of a behaviour management system being implemented. Lesson observations and staff feedback indicate that the majority of students are making more progress as a result of less disruption.</li> </ul>	Learning Walks and lesson observations (held centrally)	The academy needs to identify, support and manage persistent offenders to ensure there is no disruption to learning by implementing a progressive structure of intervention.
Students show respect for others' ideas and views.	<ul style="list-style-type: none"> <li>Community time resources feature a structured weekly debate which is part of the Community Time (PHSE) programme</li> </ul>	Learning Walks and lesson observations of community time	

<p>In secondary schools, students use impartial careers guidance to make choices about the next stage of their education, employment, self-employment or training.</p>	<ul style="list-style-type: none"> <li>Careers education, information, advice and guidance has so far centred around promoting careers and pathways on STEM. Activities valued by the students include, assemblies, guest speakers and trips to the LSBU engineering department. Governors challenged how frequent and aspirational this guidance was. As a result, there have been staff changes, including an SLT STEAM coordinator role, enabling the school to make greater use of external agencies such as the local Education and Business Partnerships</li> </ul>	<p>Trips and Visits information School visitors and presentations eg. Dyson Engineering Oct 2016 Skills London (Dec) with Year 12 STEAM development plan</p>	<ul style="list-style-type: none"> <li>-Peer Student mentoring using 6<sup>th</sup> formers</li> <li>-Introduce STEM and business mentors for 6<sup>th</sup> form students</li> <li>-WEX for year 12</li> <li>-A comprehensive IAG programme for year 9, 10, 11 and 12 students needs to be put in place (Post 16 plan)</li> <li>-Implement initiatives identified in the STEAM development plan</li> </ul>
<p>Students are punctual and prepared for lessons. They bring the right equipment and are ready to learn.</p>	<ul style="list-style-type: none"> <li>This is one of the maximising steps in learning (non negotiables). Staff ensure students are supplied with the correct equipment and hold students accountable through Preparation for learning sanctions. Punctuality remains an issue.</li> </ul>	<p>PPL detention data shows an increase/decrease for...insert time period Number of lates per week over module 1</p>	<p>Continue with this strategy as it is working. Review lining up before lessons in the playground</p>
<p>Students value their education. Few are absent or persistently absent. No groups of students are disadvantaged by low attendance. The attendance of students who have previously had exceptionally high rates of absence is showing marked and sustained improvement.</p>	<ul style="list-style-type: none"> <li>Whole school attendance is currently 96.6% overall, it was 97% in 2014-15. Attendance levels have been sustained through a whole school push involving the Student Services team and the intervention work of the SENDCO. Persistent absence is still an issue and although students below &gt;90% are still below national benchmarks 7% v 12% it is seen as an area of further improvement.</li> </ul>	<p>Attendance data reports</p>	<p>Employ a Qualified Welfare Educational support worker to work with PA students</p>
<p>Students conduct themselves well throughout the day, including at lunchtimes.</p>	<ul style="list-style-type: none"> <li>Students are taking greater responsibility for their own behaviour and showing greater respect. Uniform and litter are tangible evidence of this however more work needs to be done when students move around the school.</li> </ul>	<p>Duty Rota rigorously monitored by Student Services team.  Behaviour log data cross referenced for out of lesson incidents</p>	<p>Students conduct towards each other at break and lunchtimes needs to improve further</p>
<p>The school is an orderly environment. The vast majority of students respond</p>	<ul style="list-style-type: none"> <li>Systems are applied with greater consistency, senior leadership and the student support team</li> </ul>	<p>Behaviour log data cross referenced by</p>	<p>Identify and support teachers that need help</p>

<p>quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare.</p>	<p>have sustained a high level of presence around school, individual staff are getting the support they need, the staged approach is causing students to take more responsibility for their behaviour and clearly understand the consequence of unacceptable behaviour and improved teaching is reducing disruption.</p> <ul style="list-style-type: none"> <li>Students and staff have higher expectations for what meant a successful learner. Clearer expectations (maximising steps in learning) Learning walks and lesson observations indicate, there are higher levels of engagement in class.</li> </ul>	<p>learning area to identify 'hotspots' and students needing additional support</p>	<p>with behaviour management</p>
<p>Students' good conduct reflects the school's efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behavioural needs.</p>	<ul style="list-style-type: none"> <li>This is an area of development. There is a small but significant proportion of vulnerable students who have very specific needs that are causing disruption to learning. Individual mentoring strategies have been put in place by the academy have not been effective. The local authority has not always been supportive of the strategies put forward by the academy.</li> </ul>	<p>Student Community Review meetings with SENDCO minutes</p>	<p>Provide Alternative provision for vulnerable students who are not accessing the curriculum</p>
<p>Parents, staff and students have no well-founded concerns about personal development, behaviour and welfare.</p>	<ul style="list-style-type: none"> <li>Student voice indicates that they feel safe in lessons. Parent voice is less clear and needs clear mechanisms put in place to be heard rather than reacted to. Parent voice needs to be measured in a more coherent manner. Eg surveys.</li> <li>The school's work to keep students safe is good. Safeguarding concerns are passed on to a designated Safeguarding lead are acted upon accordingly and recorded following DfE procedures.</li> </ul>	<p>Student voice interviews and surveys. Safeguarding logs held on Secure Server. Safeguarding case studies.</p>	<p>STEM leaders workshops on Safeguarding issues. Parent surveys taken every term.</p>
<p>Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.</p>	<ul style="list-style-type: none"> <li>Consistent use of behaviour policy ensures that derogatory language is not tolerated</li> </ul>	<p>Behaviour logs. Racist incident logs.</p>	<p>Ensure stereotyping is addressed through community PD programme</p>
<p>Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on students' well-being. Students work well with the school to tackle and prevent the rare occurrences of bullying.</p>	<ul style="list-style-type: none"> <li>Awareness is raised during community time as part of Anti-Bullying week</li> <li>Bullying incidents are dealt with by the student services team after referral with over oversight by the safeguarding AVP.</li> </ul>	<p>Anti-bullying logs Community time resources</p>	<p>Review Academy anti-bullying policy and procedures</p>
<p>The school's open culture promotes all aspects of students' welfare. Students</p>	<ul style="list-style-type: none"> <li>The Academy's focus on a community ethos through vertical tutor groups has enhanced the</li> </ul>	<p>Assemblies PD programme SoL</p>	<p>Ensure PD programme has mapped safeguarding onto</p>

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

<p><b>Outcomes for students requires improvement:</b> Although outcomes are good across all year groups and the gaps are narrowing there is uncertainty about their validity as there is little evidence of external moderation. Target setting methodology is sound and is realistic and aspirational.</p> <p><b>For achievement to be good:</b> Outcomes need to be moderated externally by education agencies and partners Progress 8 needs to be between 0.2 and 0.4</p>																
<p>Across almost all year groups and in wide range of subjects, including in English and mathematics, current students make consistently strong progress, developing secure knowledge, understanding and skills, considering their different starting points.</p>	<p><b>Year 8</b></p> <p>Core average grade 3.4 Average Maths Grade 3.6 Average English Grade 3.6</p> <table border="1"> <thead> <tr> <th>Expected or better %</th> <th>H</th> <th>M</th> <th>L</th> </tr> </thead> <tbody> <tr> <td>Eng</td> <td>69</td> <td>81</td> <td>88</td> </tr> <tr> <td>Ma</td> <td>63</td> <td>83</td> <td>100</td> </tr> </tbody> </table> <p>Year 8 shows that the most able HAPS are not being challenged and are making significantly less progress than MAPS and LAPS who are exceeding national benchmarks.</p>		Expected or better %	H	M	L	Eng	69	81	88	Ma	63	83	100	<p>Module 5 and 6 progress data report.</p> <p>Module 1 analysis 4matrix data</p>	<p>Create a top stream in year 8 and 9 to stretch and challenge the more able whilst retaining mixed ability students for middle and lower ability students (MAPS and LAPS)</p> <p>Unpick differentiation for mixed ability teaching so that the learning is 'pitched' at the top of the ability range and 'scaffolding' is provided for LAPS and MAPS</p> <p>PD sessions to look at: -questioning that provides</p>
	Expected or better %	H	M	L												
Eng	69	81	88													
Ma	63	83	100													
<p><b>Year 9</b></p>																

	<p>Core average grade 4.0 Average Maths Grade 4.3 Average English Grade 3.9</p> <table border="1" data-bbox="786 293 1417 461"> <thead> <tr> <th>Expected or better %</th> <th>H</th> <th>M</th> <th>L</th> </tr> </thead> <tbody> <tr> <td>Eng</td> <td>54</td> <td>66</td> <td>75</td> </tr> <tr> <td>Ma</td> <td>85</td> <td>79</td> <td>78</td> </tr> </tbody> </table> <p>Year 9 again shows that the most able in English are not making enough progress but less able students do better.</p>	Expected or better %	H	M	L	Eng	54	66	75	Ma	85	79	78		<p>stretch and challenge -examples of good practice with low entry high threshold open ended tasks</p>
Expected or better %	H	M	L												
Eng	54	66	75												
Ma	85	79	78												
<p>In a wide range of subjects, the progress of disadvantaged students, disabled students and those with special educational needs currently on roll is close to or is improving towards that of other students with the same starting points.</p>	<ul style="list-style-type: none"> <li>Greater awareness, because of tighter tracking that identifies under achievement and ensures accountability for intervention, teaching that better focuses in meeting student needs and a setting structure that does not allow "sink groups", has led to better outcomes for disadvantaged students.</li> </ul>	<p>-Curriculum structure -Setting structure</p>													
<p>Students read widely and often, with fluency and comprehension appropriate to their age.</p>	<ul style="list-style-type: none"> <li>Currently there is no whole academy reading age test. Individual students with AEN have reading tests to help diagnose learning difficulties</li> </ul>	<p>KS2 disparity between Eng and Ma</p>	<p>-The academy needs to benchmark reading ages and take appropriate action for those who are below their chronological age. -Make sure that the academy's reading strategy focuses both on reading for pleasure and reading for purpose and therefore impacts on a wider range of subjects</p>												
<p>From different starting points, the proportions of students making and exceeding expected progress in English and in mathematics are close to or</p>	<ul style="list-style-type: none"> <li>In English and Mathematics, outcomes are rising and/or the gaps are narrowing across virtually all measures in all year groups.</li> </ul>	<p>-KS2 data raw score form testing -Progress dashboard</p>	<p>-Construct a progress dashboard that gives key information at a glance which can then be</p>												

<p>above national figures. The progress of the very large majority of disadvantaged students is similar to or improving in relation to other students nationally.</p>	<p><b>Year 9</b> (93 students KS2 Ma 29.29 KS2 Eng 28.61) National maths 29.0 National Eng 28.8</p> <p>60% of students making expected or better progress in English 75% of students making expected progress or better in mathematics 47% of students making expected progress or better in both English and maths 53% (49) of the year group are disadvantaged students 61% of disadvantaged students are making expected or better progress in English 71% of disadvantaged students are making expected or better progress in mathematics</p> <p><b>Year 8</b> (128 students KS2 Ma APS 29.46, KS Eng 29.30) National maths 29.0 National Eng 28.8</p> <p>76% of students making expected or better progress in English 77% of students making expected progress or better in mathematics 57% of students making expected progress or better in both English and maths 48% (61) of the year group are disadvantaged students 74% of disadvantaged students are making expected or better progress in English 69% of disadvantaged students are making expected or better progress in mathematics</p>		<p>interrogated further to subject and key groups and individual and student level. -The SEND strategies that are clearly working need to be adopted as good practice for mainstream teaching so that everyone benefits/</p>
<p>Where attainment overall is low, it shows consistent improvement.</p>	<ul style="list-style-type: none"> <li>Year 9 students APS for English was slightly below national benchmarks and slightly above for Mathematics. Progress of this year group indicates that students are making more progress (just over 1 sub level) in maths 4.3 compared to English 3.9. Year 9 progress from KS2 is below expectation in English 0.55 level per year and exceeding expectations in Mathematics 0.78 levels a year.</li> </ul>	<p>-KS2 information</p>	<p>An academy wide policy and action plan is needed to ensure students' progress in English and literacy 'closes the gap' to mathematical and overall attainment and students make the same progress in English as they do in</p>

	Year 8 students are making comparable progress in maths and English and are making progress broadly in line with expectations (0.6 levels per year from KS2)		Mathematics
Students are well prepared for the next stage of their education, training or employment and have attained relevant qualifications. The proportion of students progressing to higher and further education establishments, apprenticeships, employment or training is close to or above average. These students do so at a level suitable to meet appropriate career plans.	<ul style="list-style-type: none"> <li>Predictions are now based on regular testing, external moderation and marking and the judgement of a stable teaching staff.</li> </ul>		

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CONFIDENTIAL	
Paper title:	Behaviour for learning – Strategic overview
Board/Committee	University Academy of Engineering South Bank Local Governing Body
Date of meeting:	23 <sup>rd</sup> November 2016
Author:	Gary Nelson, Principal
Purpose:	To discuss
Recommendation:	An update on the Behaviour Management systems as discussed at the previous LGB meeting, held on 21 <sup>st</sup> September 2016.

## Summary

Since opening in September 2014 the Academy did not have a formal class room behaviour system or a whole school approach to tackling poor behaviour outside the class room. The Academy also did not have any tracking system in place to monitor behaviour data and to identify trends. In June 2016 delegated authority to lead the school was given to the two Assistant Vice Principals. Mr Harding and Mr Badu (Student Service Manager) created a new behaviour system which was launched in June 2016.

This included the following actions:

- Changing a culture to include a clarity of consequences and more opportunities for students to take responsibility for their behaviour and be rewarded for positive conduct
- Reviewed and rewrote the existing Behaviour policy
- A full and comprehensive roll out of the new class room system (including letters to families, whole school assemblies, Community time activities and student friendly posters)
- Creation of a comprehensive Rewards programme (including Rewards breakfasts, Rewards Bus trips, post cards and more regular rewards assemblies)
- Establishment of an Isolation Room
- Creation of a graduated and specific detention system (including the challenging of poor Preparation for Learning, late to school and inappropriate corridor behaviour)
- Realignment of staff to create a new Student Services team to support behaviour across the school
- Developed the use of SIMS to log incidents and train staff to use it effectively

- Emerging partnerships with local schools and Pupil Referral Units to allow the Academy to move students on to become more successful elsewhere
- Create simple processes to ensure the smooth running of the Academy (for example Hall Passes, late detentions,)
- Systematic early intervention programme to work with students that continue to repeat offend (S3s and/or Isolations)
- Incremental graduated system for the rewards and behaviour to ensure students are encouraged to collect P3s and are discouraged to be issued with S3s

Since June 2016 the tone and ethos of the Academy has significantly improved. These changes have made a marked improvement within the whole fabric of the school. Staff and students have commented on the improvement in class room behaviour, calmness of breaks and lunches and respect now given in assemblies. Staff now feel supported and have the confidence to address any behaviour concerns within their lessons. Measuring the impact of behaviour is in its infancy however the trend is positive and it is clear behaviour of the students has improved further this year.

## **Impact**

To measure the impact and trend of behaviour in the Academy we look at four measures:

### **Number of S3s issued in the class room**

- S3 is issued once a child has already been given two warnings (S1, S2), these are usually given for disruption to learning. If a student is issued with a S3 they are immediately removed from the class room and given an after detention for that particular day.

### **Number of students Isolated for one day or more**

- Students issued with a one or more day Isolation are removed from the school population completely. They sit in silence in a supervised room on the Third floor. They are taught and learning is given to them from their teachers. They have no breaks and lunch is brought up to them.

### **Number of Fixed term exclusions**

- For extreme incidents students are sometimes issued with fixed term exclusions. Learning is provided for them to complete at home. A formal integration is conducted by a member of the SLT. The student is given targets and assigned a mentor to support them.

### **Student, family and staff perceptions of behaviour**

- This is currently anecdotal. We are planning to issue online student surveys for them to complete to gain their opinion on bullying, safety in school and their perception of behaviour. We will also launch a similar system for our families and staff.

Since October 31<sup>st</sup> 2016 behaviour incidents have been comprehensively categorised using SIMS. We have an emerging data rich system to help us effectively intervene and monitor behaviour.

Recently we have launched new Anti-bullying protocols to make it easier and simpler for students to report any bullying. We have set up two Concerns box, created a dedicated email reporting system, assigned a member of staff as an Anti-Bullying coordinator and launched a daily drop-in session before and after school.

Draft

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## APPENDIX A

### Data Dashboard Year 7-9 Achievement 2016

Module 2 Baseline Data	Estimate for 2016/2017	Target for End of 2016/2017
% Attendance	95	97
% Punctuality	97	97
No. of Fixed Term Exclusions	15	5
No. of Students Isolated (Day)	100	75
No. of Students Isolated (Walk-In)	65	60
No. of Parked Students	1,000	750
No. of P3s	12,200	20,000

#### Commentary:

- Punctuality is good
- The rate of fixed term exclusions is decreasing and we have yet to had one this Module
- The target set for attendance is ambitious
- Number of 'Walk in' Isolations is too high

**ACTION:** Further analysis of which students and whether they are 'repeat offenders'.

## APPENDIX B

Data Breakdown																					
	All			Boys			Girls			FSM			NFSM			PP			SEND		
	31 <sup>st</sup> -4 <sup>th</sup>	7 <sup>th</sup> -11 <sup>th</sup>	14 <sup>th</sup> -18 <sup>th</sup>	31 <sup>st</sup> -4 <sup>th</sup>	7 <sup>th</sup> -11 <sup>th</sup>	14 <sup>th</sup> -18 <sup>th</sup>	31 <sup>st</sup> -4 <sup>th</sup>	7 <sup>th</sup> -11 <sup>th</sup>	14 <sup>th</sup> -18 <sup>th</sup>	31 <sup>st</sup> -4 <sup>th</sup>	7 <sup>th</sup> -11 <sup>th</sup>	14 <sup>th</sup> -18 <sup>th</sup>	31 <sup>st</sup> -4 <sup>th</sup>	7 <sup>th</sup> -11 <sup>th</sup>	14 <sup>th</sup> -18 <sup>th</sup>	31 <sup>st</sup> -4 <sup>th</sup>	7 <sup>th</sup> -11 <sup>th</sup>	14 <sup>th</sup> -18 <sup>th</sup>	31 <sup>st</sup> -4 <sup>th</sup>	7 <sup>th</sup> -11 <sup>th</sup>	14 <sup>th</sup> -18 <sup>th</sup>
Attendance (%)	95.0	96.1	95.0	95.9	95.4	93.7	93.3	98.4	98.9	95.1	94.2	91.5	DNF	DNF	DNF	DNF	DNF	DNF	DNF	DNF	DNF
Fixed Term Exclusions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Day Isolation	2	5	11	1	5	3	1	0	3	0	2	6	2	3	5	0	3	9	1	1	2
Walk-In Isolation	6	7	0	5	6	0	1	1	0	1	1	0	5	6	0	3	4	0	2	2	0
Parked students	68	65	61	37	38	40	11	7	7	32	25	13	36	40	48	46	51	37	21	28	21
No. of P3s	836	1093	505	606	746	369	23	347	136	DNF	DNF	DNF									

\*DNF data not found (SIMS contacted).

### Commentary:

- Too many students with SEND are being 'parked'

**ACTION:** Look closely at the SEND individuals with the SENDCO to see if the correct strategies are being implemented by teachers

- Trend of all Parked student in gradually decreasing, showing a further improvement in behaviour

**ACTION:** Need to look at more groups to include White British, Black Caribbean British etc

- Isolation has increased and fixed term exclusion has decreased. This would account for the Academy using Isolation more effectively instead of Fixed term exclusions. Also this would be evidence that the severe behaviours of the past has become far less frequent.

- The issuing of P3s has slowed

**ACTION:** Need to identify which staff are not rewarding and look into why this happen



Create your future

	CONFIDENTIAL
Paper title:	Teaching Enhancement & Effectiveness Programme (TEEP) Update
Board/Committee	University Academy of Engineering South Bank Local Governing Body
Date of meeting:	23 <sup>rd</sup> November 2016
Author:	Gary Nelson, Principal
Purpose:	For discussion.
Recommendation:	To discuss the TEEP programme for the Academy

## **Executive Summary**

The purpose of this report is to provide an update on the recently launched Teaching Enhancement & Effectiveness Programme (TEEP), which will be led by the Learning and Teaching Development Team. The 2016 brochure has been included within the pack for reference, and a verbal update on progress will be provided by Gary Nelson at the Local Governing Body meeting.

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# The Teacher Effectiveness Enhancement Programme (TEEP):

Your questions answered

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**If you need to reinvigorate teaching right across your school there's no room for tinkering around the edges – you need a CPD choice that is proven to work.**

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**The Teacher Effectiveness Enhancement Programme (TEEP) is a whole-school approach to enhance all teachers' effectiveness, whatever their starting point.**

# What is TEEP?

TEEP is a whole school framework and training model with learning, collaboration, and evidence of what works at its core. TEEP introduces a common language of learning across the whole school, building on teachers' existing expertise to help reimagine pedagogical practice, develop effective learner behaviours, and achieve consistent, effective teaching.

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The TEEP framework is flexible and not a prescribed rigid model, enabling it to be adapted and meet the needs of the individual teacher and school.

What makes TEEP different is the level of research unpacked within the training, nothing else comes close. TEEP provides a deep learning experience for your whole staff.

Whilst programmes such as the OTP and ITP may help to develop individuals, TEEP offers a unique opportunity to effect significant and sustainable improvements in teaching and learning at whole school level. TEEP offers rigour and depth and its impact is proven.

**It works.**

*The introduction of the Teacher Effectiveness Enhancement Programme (TEEP) has significantly helped to improve the quality of teaching.*

*Ofsted report, May 2014*

# Training focuses on three main components:

## DEVELOPING EFFECTIVE TEACHER AND LEARNER BEHAVIOURS

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Using findings from major pedagogical research, the principles of how we nurture and develop the effective learning behaviours, character and skills in students are identified, validated and translated to the classroom.

The training models how we can explicitly teach and support learners to become better learners.

## FIVE UNDERPINNING ELEMENTS OF EFFECTIVE PRACTICE

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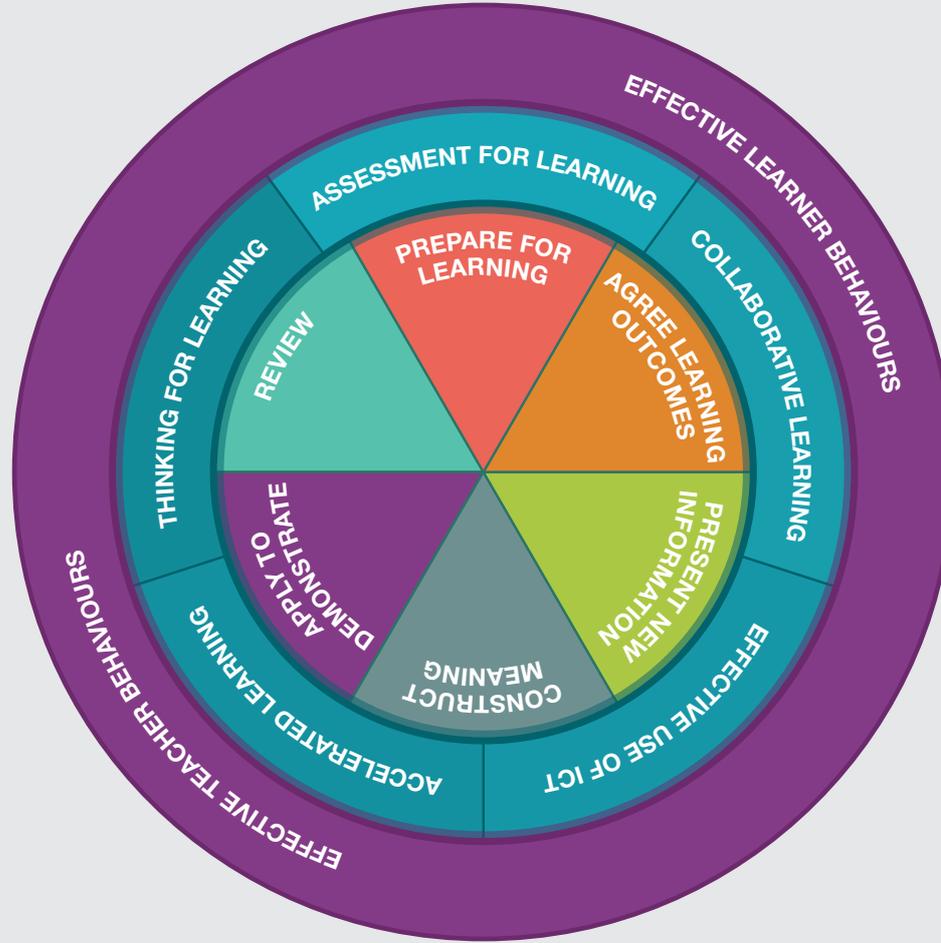
Identifying these supports teachers to present a relevant and purposeful curriculum to learners:

1. Thinking for learning
2. Assessment for learning
3. Accelerated learning
4. Collaborative learning
5. Effective use of ICT.

## THE TEEP LEARNING CYCLE

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Enables teachers to understand the phases of learning within a lesson, or a series of lessons, putting the student at the heart of the planning process: what and how are they going to learn as opposed to what am I going to teach? It leads to relevant, purposeful and stimulating lessons.



# How does TEEP improve teaching and learning?

By placing teachers in the position of learners the training gives greater insight into effective pedagogy, and provides a sustained, in-depth focus on teaching and learning. TEEP training is applied across the whole school, so transformation and support is holistic and not restricted to just individuals or classrooms. A TEEP Impact Report is also available and clearly shows significant evidence of impact, both short and long term.

Training is suitable for any school that requires consistent, sustainable improvements in teaching and learning, irrespective of Ofsted judgement.

*TEEP has shifted the culture and ethos of the school. Staff are enthusiastic about teaching and learning again, are discussing pedagogy, planning together and sharing good practice. Fantastic!*

*As an academy, we have made a significant investment in TEEP in terms of time and money. Absolutely the right decision. This has changed our practice quicker than I could have ever hoped.*

*TEEP school*

# Benefits

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## LEARNERS

Are engaged more in discussion, debate and active listening.

Are challenged, develop higher order thinking skills with improved behaviour as a result.

Experience deeper learning overall.

Are confident, curious learners.

Gain transferability of skills across subject/curriculum areas.

Develop self-regulating autonomous learners.

LEARNERS  
ENJOY LEARNING

## TEACHERS

Reflect on current practice and identify areas to develop.

Gain a deeper understanding of how learners learn.

Become more motivated learners themselves, through a range of creative teaching techniques.

Provides a framework to organise and make sense of previous learning/ research with a relentless focus on the learner.

Receive subject and teaching and learning resources beyond the training.

Receive ongoing support as part of the TEEP community: updated research, TEEP ideas.

TEACHERS  
ENJOY TEACHING

## SCHOOLS

Adopt a common language of learning.

Experience increased cross-curricular collaboration and sharing of best practice.

Develop a holistic teaching and learning model to help drive forward whole school improvement.

Address effective feedback/meeting the needs of all learners/pace/ challenge/questioning.

SCHOOLS  
ENJOY TEACHING  
AND LEARNING

# TEEP training

## Level 1

A detailed experience of the TEEP model, focusing on understanding the underpinning elements, effective learner and effective teacher behaviours.

The TEEP framework is modelled throughout the training.

## Level 2

Introduction to the TEEP framework for mentoring and coaching (the 3C's model - consult, collaborate and coach).

Procedures and strategies for working with teachers, classroom observation for development, rather than judging or monitoring.

Ideas for informing, sharing practice and celebrating success using the TEEP framework.

## Level 3

Train the trainer: deeper exploration of the framework; strategies and procedures for leading training and becoming a trainer; deeper understanding of the content of the level 1 training course, the purpose of each activity and how to debrief effectively.

Internship alongside an experienced TEEP trainer is required to be accredited as a qualified TEEP trainer.

## Training models

Standard whole school model:

### Level 1

*3 days, all staff including SLT*

**Days 1 and 2** (consecutive\*)

Deepening knowledge and translating research to phases of learning.

Application in the classroom (6-8 weeks).

**Day 3**

Deepening the understanding of the effective learner and the effective teacher.

### Level 2

*2 days, core group of staff*

**Days 1 and 2** (consecutive)

Evidence-based coaching and mentoring programme.

Building on TEEP portfolio of level 1 teachers to lead and support colleagues.

Action planning to provide a programme to inspire, support and celebrate TEEP teaching and learning across whole school.

Individuals interested in becoming trainers would then progress to level 3.

There can be flexibility on this model according to size of school and individual needs.  
Primary schools or clusters may join together for elements of the training.

\*It is advisable to plan well ahead to ensure sufficient PD days are available.  
Whilst there is some flexibility around the delivery model, proven impact is maximised through consecutive days.

# Establishing TEEP

1

**Identifying need, gaining buy-in from all stakeholders and your TEEP lead trainer**

Page 62  
Improving teaching consistency, focusing on learning or meeting the needs of all learners are just some ways to harness the potential of the TEEP programme. Stakeholders are informed through a number of resources including presentations, video and reports. Lead trainer liaises in advance and throughout training to ensure the training is context specific.

2

**Setting the dates, delivering the training and sustainability**

Working with the TEEP project team, identify suitable dates for the training team to provide level 1 training to all staff (including SLT). Selection of level 2 candidates and implementation of action plans to embed and develop TEEP practice.

3

**A relentless focus on teaching and learning**

Identification of potential TEEP level 3 trainers. Ongoing support via TEEP community, including translating of latest research, teaching and learning resources and access to academics. Opportunities for further education to SSAT Lead Practitioner Accreditation and Masters level.

## **COST**

TEEP is dependent on the number of participants but can cost as little as £200 per person.

# Next steps



## TEEP IN ACTION

Watch short videos from schools who are embedding TEEP within their school.



## THE IMPACT

Read case studies from schools, the TEEP Impact Report and support for Ofsted.



## GET INVOLVED

Visit a TEEP ambassador school to see the impact of TEEP.



## TALK TO US

Email the team on [TEEP@ssatuk.co.uk](mailto:TEEP@ssatuk.co.uk) or call them on **020 7802 9003**.

*The training has provided so many ideas to enhance teaching and learning in the classroom, all of which can be adapted to suit all ages.*

*It has improved my teaching, children's learning and improved the pedagogy of ALL teachers across all year groups. My children say: 'Could you go on more courses to learn more great ideas like this?'*

*TEEP primary school*

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*It goes to the heart of teaching and learning and helps to remind us of our core purpose. It's practical, real and based on sound theory, so it really does work!*

*Recommend to all teachers!*

*TEEP secondary school*

**ssat**

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	CONFIDENTIAL
Paper title:	October 2016 Financial Management Report
Board/Committee:	University Academy of Engineering South Bank Local Governing Body
Date of meeting:	23 <sup>rd</sup> November 2016
Author:	Dan Smith
Purpose:	Discussion
Recommendation:	To discuss the current financial position of the University Academy of Engineering South Bank

## **Executive Summary**

The purpose of this report is to provide information and assurance of the current financial position of the University Academy of Engineering South Bank.

The report provides information on;

- The Forecast as per 31<sup>st</sup> October 2016
- Analysis of Income and Expenditure
- Pupil Numbers
- Revision of 2016/17 Budget
- Clawback 2015/16 and 2016/17
- 2015/16 Annual audit

The report has been discussed in detail at the Finance & General Purposes meeting on Wednesday, 9<sup>th</sup> November 2016.

The table below shows the current financial position for the financial and academic year 2016/17.

Current Forecast for Academic Year 2016/17 (As at 31st October 2016)						17%	Percentage of Year completed
Income	Current	Forecast	Budget	Variance	Current/Forecast %	Comparison Last Year Current/Forecast %	Comment
GAG Income	574,895	3,431,050	3,431,050	-	17%	17%	On Target
Start Up Grants	100,417	182,500	182,500	-	55%	33%	Start Up Grants Front ended
Other Government Income	34,361	190,200	190,200	-	18%	11%	On Target
Other Income	5,776	115,500	115,500	-	5%	41%	On Target
Capital Grant	-	-	-	-			
<b>Income Total</b>	<b>715,449</b>	<b>3,919,250</b>	<b>3,919,250</b>	<b>-</b>			
Expenditure	Current	Forecast	Budget	Variance	Current/Forecast %		
Teaching Salaries	227,252	1,533,513	1,832,125	298,612	15%	15%	On Target
Other Salaries	83,644	553,861	790,130	236,269	15%	14%	On Target
Other Staff Costs	31,256	118,757	118,757	-	26%	3%	Training for T&L for year purchased
Building Maintenance & Occupancy Costs	22,176	314,400	314,400	-	7%	9%	On Target
Curriculum Budgets	9,152	77,875	77,875	-	12%	13%	On Target
Consultancy/Professional Services	18,613	95,294	95,294	-	20%	31%	Advertising for Post 16 Open Evenings
Catering Costs	36,694	220,000	220,000	-	17%	16%	On Target
Exams	-	10,000	10,000	-	0%	0%	On Target
IT Costs	1,440	117,330	117,330	-	1%	12%	On Target
Capital Costs	-	10,000	10,000	-	0%	0%	On Target
Other Costs	5,325	68,350	68,350	-	8%	2%	On Target
<b>Expenditure Total</b>	<b>435,552</b>	<b>3,119,380</b>	<b>3,654,261</b>	<b>534,881</b>			
<b>Surplus/(Deficit)</b>	<b>279,897</b>	<b>799,870</b>	<b>264,989</b>	<b>534,881</b>			

## Notes:

### Variance Column:

A positive number indicates a positive variance, this shows a better forecasted financial result against the original budget

A negative (bracketed) number indicates an adverse variance, this shows a poorer forecasted financial result against the original budget

## Introduction

Please find above the finance report for October 2016 for the University Academy of Engineering South Bank. Within this report you will find analysis relating to the forecast and additional information.

## Forecast Analysis

### Income

Income is currently in line with the budgeted amounts. Start-up grants are 55% received as they are 'front ended' towards the start of the year. Information on Pupil Premium and Top Up Funding for specific students is currently unavailable, amounts for these have been forecast as accurately as possible but with a conservative bias.

### Expenditure

The majority of expenditure is in line with the budget. Positive variances on staffing are in line with expectation as certain roles were included in the budget to accommodate higher student numbers such as Post 16 or STEM Co-ordinators.

## Pupil Numbers

The current budget was funded on 445 students but at the Autumn census the number of students there were 382. This would incur a clawback on this year's funding of approximately £448k. It is very common for new schools/academies to be subject to clawback as pupil numbers are hard to predict months in advance without any historical data. Most establishments will over estimate numbers and then 'ringfence' the overfunded amount to ensure they are able to get the appropriate funding. There is also sufficient forecasted surplus to cover the estimated clawback.

Pupil Number Analysis						
2016/17						
	Year 7	Year 8	Year 9	Year 12		Total
Per Autumn Census	138	129	93	22		382
Funded	150	150	95	50		445
Difference	12	21	2	28		63
Clawback per student (£)	8,000	8,000	8,000	6,000		
Clawback (£)	96,000	168,000	16,000	168,000		448,000

## Revised Budget

With a significant amount of clawback and a new Senior Leadership Team it would be advisable to revisit the current budget and reassess some areas of expenditure. New plans such as increased literacy and mathematics provision and changes in staffing need to be accounted for, alternatively previous plans may now not be deemed necessary. Changes should not affect the surplus agreed by governors and submitted to the DfE.

## Clawback 2015/16

There is a pupil number adjustment to the 2015/16 funding. Funding was based on 239 pupils whereas the actual number of pupils was 228. Therefore the Academy will need to return £82,940 in 2016/17. This will be shown as a provision in the 2015/16 accounts.

## Capital Fund

Please see below analysis of the capital funding given to the Academy on inception. The Academy was given by the Local Authority £774k and has £297k remaining. As the Academy is now fully furnished and the repairs and refresh work has been completed the majority of this money can be allocated to equipment.

	<b>Refresh/ Building</b>	<b>Furniture</b>	<b>Start Up</b>	<b>Total</b>
Budget	<b>274,014.00</b>	<b>329,404.08</b>	<b>171,412.92</b>	<b>774,831.00</b>
Prior Year Spend		66,520.00		66,520.00
Spent Year 14/15	60,289.24	160,027.00	56,713.70	277,029.94
Spent Year 15/16	52,115.87	65,719.00	19,098.48	136,933.35
Spent Year 16/17				-
Spent Year 17/18				-
Remaining	<b>161,608.89</b>	<b>37,138.08</b>	<b>95,600.74</b>	<b>294,347.71</b>

### **Audit Timetable**

The auditors Kingston Smith LLP have finished their onsite fieldwork for the Academy and the UTC on the 17<sup>th</sup> October, this should enable the accounts to be completed and ready for a final audit meeting on the 14<sup>th</sup> November. The Accounts can then be distributed ahead of the planned South bank Academies Trust Audit Committee meeting on the 29<sup>th</sup> November before being signed off at the Full Trustees meeting on the 8<sup>th</sup> December.

	CONFIDENTIAL
Paper title:	Report on Committees
Board/Committee	University Academy of Engineering South Bank Local Governing Body
Date of meeting:	23 <sup>rd</sup> November 2016
Author:	Pervena Singh, Clerk
Purpose:	To update the Local Governing Body on committee discussions.
Recommendation:	To note

### Executive Summary

A summary of Committee discussions is provided for information. Minutes and papers are available on request.

The Local Governing Body is requested to note the reports.

### Summary of Committee discussions

#### Learning and Teaching Committee – 9 November 2016

The committee discussed:

- Prior attainment
- Heads of department report
  - Performance of students
  - Staff performance
  - New teaching facilities
  - External assistance

The committee discussed preparations for the upcoming OfSTED inspection.

#### Finance & General Purposes Committee – 9 November 2016

The committee discussed:

- Finance & General Purposes terms of reference - *slight amendments were recommended to ensure the terms effectively cover all areas of responsibility. A revised version will be circulated.*
- October 2016 Financial management report – for recommendation to the Local Governing Body
- 2015/2016 Full Year Management Accounts
- Pupil Premium
- Premises Report

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Create your future

# Agenda Item 14

CONFIDENTIAL	
Paper title:	Governors' Visit Forms
Board/Committee	University Academy of Engineering South Bank Local Governing Body
Date of meeting:	23 <sup>rd</sup> November 2016
Author:	Rao Bhamidimarri, Chair
Purpose:	To note
Recommendation:	To note the visits of governors to the Academy

The purpose of this report is to note Governors' visit reports, made after the completion of an official visit to the University Academy of Engineering South Bank.

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# University Academy of Engineering South Bank

## GOVERNORS' VISIT FORM

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

**Name of Governor:** Natalie Ferer

**Date of Visit:** 28<sup>th</sup> Sept 2016 10-11.45 am

### **Proposal for Visit;**

To shadow Meirion Lewis for an hour to focus on enrichment but also look generally at the school and students.

### **General comments or observations on what was observed:**

I started my visit with a discussion with Meirion about the enrichment programme. He reported that the programme was due to start the following day, that students at the school were enthusiastic about enrichment and told me about some of the activities including bike engineering, BMX , girls sports, football and debating.

A tour of some of the school followed, including the sixth form area. The new area was empty at the time apart from one student doing private study and I observed a calm and quiet area where sixth formers could study and socialise. During the tour Meirion talked to a student who had left her classroom to sort out her trousers that had ripped and he liaised with the class teacher and the student to decide if she was to continue in class or to go home.

Break time followed and I shadowed Meirion on break duty both inside and outside the building. Students behaviour was lively but well behaved and I observed students following instructions or responding appropriately to instructions given by staff on stairwells, doorways and corridors. Outside many students were engaged in table tennis and football. We also visited the PE block where year 9 boys used the area for 5 a side football which was supervised by a member of staff. There were a few instances where staff needed to ask students why they were inside or where they needed to be, and in all instances students were polite and followed instructions politely. Following break, students moved to their next lesson and Meirion needed to approach several students who had not moved directly to their lessons but were gathering around the toilets. In some cases students did not move straight away but within a few minutes all students were either lined up or inside classrooms.

I then shadowed Meirion during an observation of a year 7 Computer Science class. During this class I observed the teacher using the scheme of reward and sanction points and students seemed to understand the scheme. During the lesson the teacher spent a significant amount of time repeating instructions where students had not listened before or had not followed instructions. During this time other students who had been attentive at the start of the lesson began to 'drift' and talk, not listen or not follow instructions. The

## University Academy of Engineering South Bank

Teacher handled this behaviour including using the rewards and sanctions scheme and the activities set were completed. I then left the classroom and accompanied Meirion while he asked about the class, before ending my visit.

**Was the purpose of your visit achieved? Please comment:**

The purpose of the visit to see the school and its students on a typical day was achieved. On the day of the visit students were in their third week of the new school year and three members of staff were absent with other staff covering duties. I observed staff supporting each other and collaborating well to ensure student behaviour was managed effectively.

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_

(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)

# University Academy of Engineering South Bank

## GOVERNORS' VISIT FORM

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

**Name of Governor:** Stephen French

**Date of Visit:** 13/10/2016

**Proposal for Visit (agreed in advance with Principal):**

Full day accompanying and helping my nephew James Pollard MSc, BEng, IMechE (Mechanical Engineer, Dyson Ltd) make a presentation and conduct a workshop on the James Dyson Foundation to Year 9 (morning) and Year 8 (afternoon).

**General comments or observations on what was observed:**

The presentation was excellent and the pupils (though selected by staff) were extremely well behaved. I was able to observe the different reactions and comments the pupils made to the presentation as well as their ability to design and then construct cardboard prototypes of their ideas. Interestingly, the Years 8s were particularly enthusiastic and creative, though generally all were involved in the session. They were all able to interact with Dyson products at the end of the session, including a vacuum cleaner, hairdryer and floor cleaning robot.

**Was the purpose of your visit achieved? Please comment:**

I felt that the day was a great success, and hope that this might become a yearly event and that an association with Dyson might become an ongoing one. It's unfortunate they are in Marlborough, otherwise it might have been possible to invite a representative onto our governors.



**Signed:** \_\_

**Date:** \_ 10<sup>th</sup> November 2016

(When completed, this form should be passed to the Jane Rowlands, 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)

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