# Meeting of the South Bank Engineering UTC School Advisory Board

4.00 - 6.00 pm on Wednesday, 27 February 2019
in South Bank Engineering UTC - South Bank Engineering UTC, 56 Brixton Hill SW2 1QS

## Agenda

| *No.* | *Item* | *Pages* | *Presenter* |
|---|---|---|---|
| 1. | Welcome and apologies | | NL |
| 2. | Declarations of interest | | NL |
| 3. | Minutes of previous meeting | 3 - 10 | NL |
| 4. | Matters arising | 11 - 18 | NL |
| | **Items to discuss** | | |
| 5. | Principal's report<br>• Safeguarding<br>• Ofsted feedback and action plan<br>• Current performance and predictions data<br>• Quality of teaching, learning and assessment<br>• Student recruitment<br>• Risk register<br>• HR update | 19 - 102 | DC |
| 6. | Update on financial position | To Follow | DC |
| 7. | Governors' visit update | 103 - 106 | NL |
| 8. | Presentation on intervention and support for year 11 | To Be Tabled | RH |

**Date of next meeting**
**4.00 pm on Wednesday, 27 March 2019**

**Members:** Nicole Louis (Chair), Ed Arthur, Ian Brixey, Dan Cundy, Beau Fadahunsi, Catherine O'Keeffe, Leona Ross, Tony Roberts and Joanne Young

**In attendance:** Rob Harding and Alexander Enibe

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Draft

**Minutes of the meeting of the South Bank Engineering UTC School Advisory Board held at 4.00 pm on Wednesday, 7 November 2018 South Bank Engineering UTC - South Bank Engineering UTC, 56 Brixton Hill SW2 1QS**

**Present**
Nicole Louis (Chair)
Ed Arthur
Ian Brixey
Dan Cundy
Leona Ross
Tony Roberts
Joanne Young

**Apologies**
Beau Fadahunsi
Natalie Ferer
Ruth Smith
Clym Cunnington

**In attendance**
Jacqui Collins
Alexander Enibe

1. **Welcome and apologies**

The chair welcomed the governors to the meeting. The chair introduced the prospective governor, whom was invited to the meeting as an observer.

The apologies were noted.

2. **Declarations of interest**

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

3. **Minutes of previous meeting**

The SAB approved the minutes of the previous meeting of 19 September 2018.

4. **Matters arising**

The SAB noted the actions arising from the previous meeting.

Under item 4 of the previous meeting, the Principal confirmed that he is developing an award for non-late coming, which would be in the form of record of achievement/portfolios, projects etc. The Principal has not been

working with the UAE Principal at this stage but plans to collaborate with the UAE on this.

Under item 7 of the previous meeting as regards role of employer sponsor, the employment link governor advised that it would be better not to restrict the type of support the employer sponsors can provide, as different companies might have different areas they would like to support the UTC.

5. **Principal's report**

*Jacqui Collins (Trust HR Manager) joined the meeting.*

The SAB discussed the Principal's report.

On exam results, the Principal confirmed that he had a meeting with the teachers and leaders to understand what went wrong and what lessons can be learned.

The Principal confirmed that the school improvement plan circulated is work in progress and there are actions, which is the focus to know if things are working and why.

The Principal emphasised on the importance of the governors reading the papers that were circulated for preparation for the Ofsted visit to understand the impact the school is making on the students at the UTC.

The SAB asked the Principal about safeguarding. The Principal confirmed that safeguarding is good and the issues that were raised previously have been dealt with. The Principal also confirmed that the CPOMS is working effectively to record, report and analyse safeguarding concerns, the Staff recruitment practices are in line with Safer Recruitment advice and the Single Central Register is kept updated.

On CPOMS, a governor challenged the Principal on how the SAB can be sure that the data is secure. The Principal confirmed that it is secure and that they use CPOMS print out for presentation but it is not the master that is used.

A governor asked the Principal that if Ofsted were to ask him where the UTC was on safeguarding, what his answer would be. The Principal responded that he will confirm the DSL is well trained to level 4 and he is confident that everything is under control.

The SAB challenged the Principal on quality of teaching. The Principal confirmed that the quality of teaching is good and that the UTC is in a better position that they previously were. The Principal said that learning walks, marking scrutiny, data analysis and formal lesson observation data are triangulated. That lesson observations are graded internally, with the cumulative total picture positive at 89% Good+. The Principal acknowledged that of the 11% of the teachers not yet good, this is related to pre-qualified

teaching staff who are supported through an internal training programme. Improvement has been planned for and implemented in computer science.

A governor challenged the Principal specifically on what actions have been taken to improve computer and maths results for next year as the autumn term 1 results already appear to be below the target. The Principal responded that the key focus is on the quality of teaching and learning. That he had worked hard to develop the lead teachers in both subjects and their ability to develop their teams in turn. Also, that the UTC has prioritised the roll-out of staff training and initiatives to improve teaching and learning and outcomes in all subjects, including a greater focus on developmental feedback and examination technique. The Principal said there is also regular quality assurance through learning walks and observations with developmental feedback to staff. There are smaller group sizes in GCSE maths with finer ability setting. Computer science lessons are also taught in conventional classrooms to ensure high quality theory work. That the UTC has purchased additional resources including texts and software to support students. Additional intervention in place for students underperforming against targets. They are taking a very close look at A level performance, with students given alternative course pathways if they are in danger of not achieving at least an E grade.

A governor challenged the Principal on when they are expected to see the impact of the interventions being put in place as regards computer science. The Principal confirmed that by December 2018 the SAB would be able to see the impact of the interventions. The Principal also told the SAB that one of the interventions is that they are looking at using more of examination type questions to teach the students so that they are familiar with the type of exam questions they might get.

The Principal confirmed that the teachers are putting together a pack that would show on students what is being done about them in terms of feedback.

A governor challenged the Principal on how the performance and predictions improvements needed are communicated to staff to achieve the outcomes required. The Principal confirmed that this is done through staff training and regular sharing of data and self-assessment information. Also regular sharing of triangulated data eg school improvement advisor monitoring visits and development of lead teachers. The Principal acknowledged that prediction has been challenging but that they are also working on incentivising the teachers in this area.

A governor queried the Principal on the impact of the additional 22 students who have joined the UTC on the already stretched teachers. The Principal responded that they have the resource to cope with the increase in student numbers.

A governor confirmed that during her link governor visit to the UTC, specific students were good, but the CPD teaching and learning was not great. The

same governor challenged the Principal on what was being done to improve CPD.

The SAB requested the Principal to provide an update on what is being done on CPD delivery at the next SAB meeting on 6 February 2018.

A governor queried the Principal on how the UTC quality of teaching is bench marked against other UTCs, and what Ofsted uses to bench mark. The Principal confirmed that he is happy to provide the SAB with data of performance of teachers.

A governor suggested that it would be good if the UTC and UAE collaborate in this area, where teachers from one school would be bench marked against the other school. The Principal said that whilst this will be easy to achieve, he would prefer to bench mark UTC schools against Ofsted rated “outstanding” schools like Dunraven.

The SAB requested that the Principal provide something to give them assurance on class teaching at its next meeting on 6 February 2019.

The Principal confirmed that conduct is good overall, and that Year 10 and 12 have had a positive start overall. The Principal also acknowledged that there are challenges with some students in Year 11, Durand Academy and Year 13, but these issues are being addressed through the pastoral function.

The Principal confirmed that Exclusions are low, barring one challenging Year 11 student who is currently a school refuser. There has been no permanent exclusion in this academic year. The Principal confirmed that he would produce an analysis of autumn 1 fixed-term exclusions and share with the SAB.

The SAB challenged the Principal on students’ attendance. The Principal responded that interventions have been out in place and this is picking up and hopefully from December 2018, this should reflect. A governor confirmed that from their interaction with Judicium about attendance, their opinion is that regardless of the models put in place at the UTC, Ofsted is likely to judge the UTC against national level. The same governor challenged the Principal on what is being done to ensure that the UTC is within the national level. The Principal responded that the UTC had not had a permanent attendance officer, but that the interventions put in place are working and his team will be working even harder to get this right.

A governor suggested to the Principal that maybe there should be an adjustment in priorities to see whether attendance can be more of a focus area and see if the interventions can start reflecting. The same governor suggested that the UTC can be more proactive by writing to the parents before the students go on school breaks and holidays are booked, to remind them of the schools’ zero policy on late coming. The SAB requested that the Principal go back and have a think about this and come back to the SAB at a future meeting on what he wants to do.

A governor asked that they have not seen religious studies before. The Principal confirmed this has been added to give the students critical thinking and that it is also the right thing to do.

The Trust HR Manager confirmed that the actions from Judicium on the list are historical. They are still working on conducting EEA checks on two members of staff. The teacher registration is needed to do that. there was a question on who would be responsible for conducting checks going forward. The SAB requested that the Trust HR Manager provide an update and develop paper on what HR report would look like in future.

*Jacqui Collins (Trust HR Manager) left the meeting.*

6. **Principal's objectives 2018/19**

The SAB discussed the Principal's objectives and supported it.

A governor queried the CEO that the Principal's objectives appears too high. Another governor said that the Principal's objectives was not too high because the SBA Principals have to match SBA Trust's aspirations.

The CEO responded the Principal's targets on attendance, pupil outcomes, financial sustainability were increased in line with SBA Trust KPIs. The CEO also confirmed that the Principal's objectives was set with some inputs from the school improvement advisor.

7. **Self Evaluation Form 2018/19**

The SAB noted the Self- evaluation form 2018/19.

The Principal took the SAB through the Self-evaluation form 2018/19 and the SAB had no questions on this.

8. **School Improvement Plan**

The SAB noted the school improvement plan.

The Principal confirmed that the school development plan is still being developed and the SAB is welcomed to send their comments.

The employment engagement link governor asked the Principal that he would like to see a plan and schedule to know what is been done on employment engagement so they can start looking at it.

9. **Review parent, staff & pupil survey results**

The SAB noted the parent, staff and pupil survey results.

The SAB noted the low response from the surveys.

The SAB requested that the Principal should be more engaging with the parents, staff and students.

A governor asked the Principal what has been learned from the surveys of students, parents and staff and what actions have/will be taken to achieve continuous improvements. The Principal responded that they are still pushing for greater response from the student and parent surveys, although responses to date have been positive. The Principal said they have prioritised ensuring students receive regular, high quality marking and feedback. From staff surveys they have been looking at staff wellbeing and stress. The Principal confirmed that the Vice Principal is leading on this with a variety of long and short term measures. The Principal confirmed that morale amongst staff is positive.

A governor asked the Principal how the surveys are conducted and if participants of the surveys could respond through their mobile phones. The Principal confirmed that they can respond through their mobile phones and that surveys are also sent through emails.

The Chair of the SAB suggested that the Trust HR Manager should take on staff survey and feedback as part of her paper on HR so that staff can be more represented. Also that the Trust HR Manager should support the Principal in developing ways of engaging with staff.

The SAB requested the Principal to develop actions on improving survey results when the surveys are completed.

A governor asked the Principal if the UTC has student council. The Principal confirmed that the UTC has one. The SAB requested that the Principal should allow the Head of student council to come and speak to the governors either at its meeting or arrange with a link governor to visit the school and meet the student council. The Principal confirmed that he is happy to arrange this.

10. **Link Governors' visits update**

The SAB noted Ian Brixey’s (employer engagement link governor) visit report.

The employment engagement link governor asked the Principal what is the plan to implement the strategy to engage with industry sponsors and partners. The Principal responded that this is ongoing, and that the DCU met with employers locally to develop engagements like: Battersea Power Station Development Corporation, Mace, MacAlpine, Keltbray and others are on board.

The employment engagement link governor asked the Principal, how they can get the teachers to understand what employer engagement does so that the teachers can be able to explain to the students. The SAB also discussed possibility of employer sponsors proving mentoring to the students. He also asked the Principal when the employer engagement plan would be ready. The

Principal confirmed that the Vice Principal is working on employer projects calendar; awaiting confirmation of dates or venues from King's Hospital, GSTT and Skanska.

The SAB also noted Joanne Young's (SEND link governor) visit today and that she was pleased that she was able to focus on SEND on the visit. The governor visit report will be presented at the next SAB meeting on 6 February 2018.

The SEND link governor took the SAB through her observations during her visit, that the UTC needs to have its specific policy on SEN and that SEN report should be published on the website. Also that SENCO and teachers should be more responsive.

11. **UTC Autumn Term 2018 Visit & self-assessment safeguarding audit reports**

The SAB noted the UTC Autumn term 2018 visit and self-assessment safeguarding audit report.

12. **Governance Update**

The SAB noted the governance update.

The Chair confirmed that Leona Ross has agreed to take on additional role as the pupil premium link governor.

The CEO confirmed that Dan Cundy has been appointed the Executive Principal of the SBA Trust and he will remain the Principal of the UTC until the end of 2018/19 academic year.

The CEO confirmed that Richard Parrish had resigned from the SBA Board and UTC School Advisory Board. This is because of work commitment at his school, as his Deputy Head teacher had also resigned to take up a new role as Head teacher in another school. The CEO expressed her appreciation on behalf of the SBA Board and SAB to Richard Parrish for his immense contributions to the SBA Trust.

13. **Local school risk register**

The SAB noted the UTC risk register.

A governor challenged the Principal on the risk register that it has too many high risks and that the mitigation measures do not result in a reduction in the risks. The governor asked the Principal to provide an explanation and what measures would be taken to reduce these risks. The Principal responded that although there are several risks with a high impact rating, there is only one with a high probability rating: student recruitment. The Principal said that it is challenging to significantly reduce the probability or impact of low student recruitment numbers; this is particularly the case in an increasingly

competitive market with increasing 6th form capacity opening locally for example. Also, that staffing will remain a challenge while the UTC operate in a shortage market, with lack of suitable staff particularly in STEM subjects. The Principal believes that having a company-wide approach to some risks will yield benefits and economies of scale which should mitigate some risks.

The CEO confirmed that the new Trust Business Manager would be reviewing the risk register.

14. **Register of business interests**

The SAB noted the register of business interests.

**Date of next meeting**
**4.00 pm, on Wednesday, 27 February 2019**

**Confirmed as a true record**

..... (Chair)

# SOUTH BANK ENGINEERING UTC SCHOOL ADVISORY BOARD - WEDNESDAY, 7 NOVEMBER 2018
# ACTION SHEET

| Agenda No | Agenda/Decision Item | Action | Date Due | Officer | Action Status |
|---|---|---|---|---|---|
| 4. | Matters arising | The Principal developing an award for non-late coming and would update the SAB when this is completed | 27 February 2019 | Dan Cundy | To do |
| 5. | Principal's report | The SAB requested to see the impact of the interventions being put in place with regards to Computer Science. | | Dan Cundy | see attached |
| | | The SAB requested the Principal to provide an update on what is being done on CPD delivery at the next meeting. | 27 February 2019. | Dan Cundy | see attached |
| | | The SAB requested that the Principal provide data on performance of teachers and assurance on class teaching at its next meeting. | 27 February 2019 | Dan Cundy | verbal update |
| | | The SAB requested that the Principal develop an action plan on interventions to tackle students' attendance. | 27 February 2019 | Dan Cundy | verbal update |
| | | The SAB requested that the HR Manager provide an update and develop a paper on what HR report would look like in future. | 27 February 2019 | Jacqui Collins | To do |

| Agenda No | Agenda/Decision Item | Action | Date Due | Officer | Action Status |
|---|---|---|---|---|---|
| 8. | School Improvement Plan | The SBA requested that the Principal develop a plan and schedule on employment engagement and share with the employment engagement link governor. | 27 February 2019 | Dan Cundy | see attcahed |
| 9. | Review parent, staff & pupil survey results | The SAB requested the Principal to develop actions on improving survey results when the surveys are completed.<br><br>The SAB requested that the HR Manager take on staff survey and feedback on her HR report on how staff can be more represented. The HR Manager to support the Principal in developing ways of engaging with staff.<br><br>The SAB requested that the Principal arrange for the Head of student council to attend the SAB meeting to speak to them or arrange with a link governor to visit and meet the student council and feed back to SAB. | 27 February 2019 | Dan Cundy<br><br>Jacqui Collins<br><br>Dan Cundy | verbal update<br><br>To do<br><br>verbal update |
| 10. | Link Governors' visits update | The SEND link governor to provide link governor visit report at the next SAB meeting. | 27 February 2019 | Joanne Young | completed |

**Computer Studies**

The two teachers who are in this department are part-time and hence this is the only subject where 2 large classes of pupils occur. The groups occur simultaneously on the timetable which has enabled setting by ability to occur.

The department have put in place number of measure over the past term and a half, to support the pupils studying the subject. This includes a dashboard resource, targeted interventions, support classes, examination support and book loans for weaker pupils, regular updates to the year group.

Example email sent to pupils

Dear 11 Students,

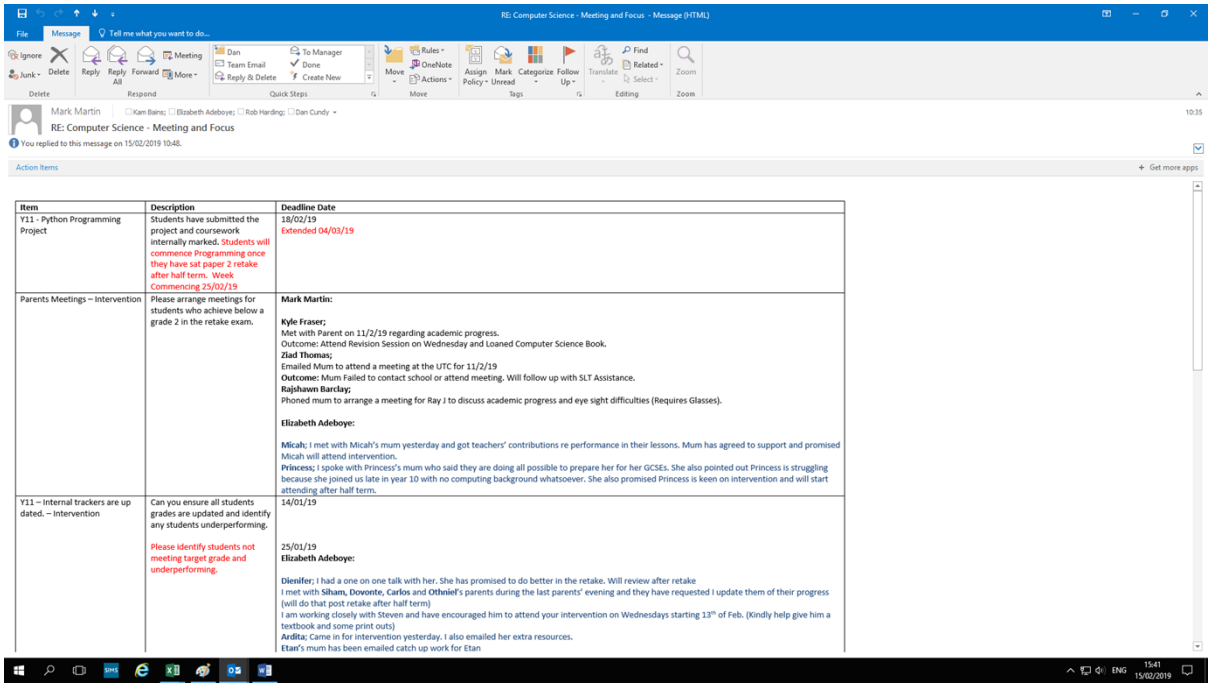
On 25/02/19 – First Day back after the half term, you will retake **Paper 2 – Computational Thinking, Algorithms and Programming.**

This will take place Period 1 and Period 2 in the Exam Hall – Floor 1 with Mr Martin and Mrs Adeboye.

In preparation for your re-take here are some top tips:

1. Create a revision time table to go through **Paper 2 (which was given to you last lesson)** at Home over the half term.
2. Please visit Year 11 – Computer Science Dasboard for Exam Tips
3. Create paper base flash cards or online flash cards(Quizlet)
4.

Individual students are targeted and monitored on a fortnightly basis by both teachers with action recorded



RE: Computer Science - Meeting and Focus - Message (HTML)

Mark Martin

RE: Computer Science - Meeting and Focus

| Item | Description | Deadline Date |
|---|---|---|
| Y11 - Python Programming Project | Students have submitted the project and coursework internally marked. Students will commence Programming once they have sat paper 2 retake after half term. Week Commencing 25/02/19 | 18/02/19<br>Extended 04/03/19 |
| Parents Meetings – Intervention | Please arrange meetings for students who achieve below a grade 2 in the retake exam. | **Mark Martin:**<br>**Kyle Fraser;**<br>Met with Parent on 11/2/19 regarding academic progress.<br>Outcome: Attend Revision Session on Wednesday and Loaned Computer Science Book.<br>**Ziad Thomas;**<br>Emailed Mum to attend a meeting at the UTC for 11/2/19<br>**Outcome:** Mum Failed to contact school or attend meeting. Will follow up with SLT Assistance.<br>**Rajshawn Barclay;**<br>Phoned mum to arrange a meeting for Ray J to discuss academic progress and eye sight difficulties (Requires Glasses).<br><br>**Elizabeth Adeboye:**<br><br>**Micah;** I met with Micah's mum yesterday and got teachers' contributions re performance in their lessons. Mum has agreed to support and promised Micah will attend intervention.<br>**Princess;** I spoke with Princess's mum who said they are doing all possible to prepare her for her GCSEs. She also pointed out Princess is struggling because she joined us late in year 10 with no computing background whatsoever. She also promised Princess is keen on intervention and will start attending after half term. |
| Y11 – Internal trackers are up dated. – Intervention | Can you ensure all students grades are updated and identify any students underperforming.<br><br>Please identify students not meeting target grade and underperforming. | 14/01/19<br><br>25/01/19<br>**Elizabeth Adeboye:**<br><br>**Dienifer;** I had a one on one talk with her. She has promised to do better in the retake. Will review after retake<br>I met with **Siham, Dovonte, Carlos** and **Othniel's** parents during the last parents' evening and they have requested I update them of their progress (will do that post retake after half term)<br>I am working closely with Steven and have encouraged him to attend your intervention on Wednesdays starting 13th of Feb. (Kindly help give him a textbook and some print outs)<br>**Ardita;** Came in for intervention yesterday. I also emailed her extra resources.<br>**Etan's** mum has been emailed catch up work for Etan |

The marking and feedback in books has had a greater focus on examination outcomes which has assisted pupils in determining their understanding and knowledge. However, pupil outcomes are still very low despite the efforts being put in by the teachers. This was evident in the mock examination results which were weak. The subject is conceptually challenging and examined in very particular fashion which is makes accessing the questions difficult for pupils. A wide subject knowledge is required which is applied in a specific fashion.

In year 13

The three pupils taking the A level examination have been provided with extra support and targeted examination preparations which are ongoing. All scored below target grades in the mock examinations and further revision work is being undertaken as pupils come to the end of their programming assignments.

CPD Programme 2018-19

| | | |
|---|---|---|
| 10-Sep | T&L | Using SIMS for classroom management. Using CPOMS for safeguarding |
| 17-Sep | Prevent | Prevent session led by Lambeth Council |
| 24-Sep | First aid | Provided by school nurse |
| 01-Oct | Behaviour Management | Stratergies for improving and monitoring behaviour |
| 08-Oct | SEND | Providing support in the classroom to students. |
| 15-Oct | T&L Intervention | Using data to inform interventions.<br>Types of intervention which are effective. |
| 22-Oct | 1/2 term | Preparing for Ofsted inspection as a teacher |
| 29-Oct | 1/2 term | |
| 05-Nov | pastoral | KS4 and KS5 discussions to support coaching staff and teachers. |
| 12-Nov | safeguarding | Scenario based training with DSL |
| 19-Nov | Class Room Strategies | Marking and feedback. How best to evidence this. |
| 26-Nov | safeguarding | Child Sexual Exploitation training with deputy DSL |
| 03-Dec | Book Review | Departmental book reviews with lead teachers. |
| 10-Dec | SEND | SEND review and providing support to students. |
| 17-Dec | Mock Examinations | Preparing for mock examinations and work as invigilators |
| 07-Jan | T&L trios | Introduction to T &L trios |
| 14-Jan | Departmental Meetings | Introduction to T &L trios |
| 21-Jan | | Ofsted Preparation |
| 28-Jan | Judicium | Health and Safety Preparation |
| 04-Feb | Planning | The 4 part lesson plan |
| 11-Feb | T&L trios feedback | Lesson planning workshop |
| 18-Feb | 1/2 term | |
| 25-Feb | Speech and Language Therapy | |
| 04-Mar | Departmental Meetings | |
| 11-Mar | Year 11/13 revision | |
| 18-Mar | Departmental Meetings | |
| 25-Mar | SEND | |
| 01-Apr | Term Review | |
| 29-Apr | Public Exams | |
| 06-May | Bank Holiday | |
| 13-May | T&L classroom | |
| 20-May | Exam prepartion Y10 | |
| 27-May | 1/2 term | |
| 03-Jun | Internal Exams | |
| 10-Jun | Reports y10/12 | |
| 17-Jun | Pastoral | |
| 24-Jun | Safeguarding | |
| 01-Jul | Teacher Reviews | |
| 08-Jul | Teacher Reviews | |
| 15-Jul | Term Review | |

**Project Calendar 2018-19**

Year 10

Spring 2019

| | |
|---|---|
| February to March 2019 | Kings Mobility Project |
| January to March 2019 | LSBU – Inventors Project |

Summer 2019

| | |
|---|---|
| May- July 2019 | GSTT – Energy Efficiency Project |
| June – July | LSBU – Health App |
| June-July | Bamboo Bicycles |

Year 11

Spring 2019

| | |
|---|---|
| March | Bamboo Bicycles |

Year 12

Spring 2019

| | |
|---|---|
| January - March | GSTT – Nurse Call |

Summer 2019

| | |
|---|---|
| May -June | Kings Mobility Project |
| June-July | Skanska – to be confirmed |

Year 13

Autumn 2018

| | |
|---|---|
| Dec | Skanska – Office Space of the Future |
| Dec | Brixton Windmill |

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**South Bank Engineering UTC**

**Safeguarding update**

| | |
|---|---|
| No. of cases at level 1: **Universal** | 12 |
| Change since previous report (October 2018) | 0 |
| Commentary | |

| | |
|---|---|
| No. of cases at level 2: Child in need of **early help** | 0 |
| Change since previous report (October 2018) | 0 |
| Commentary | |

| | |
|---|---|
| No. of cases at level 3: **Child in need** of targeted or specialist support | 1 |
| Change since previous report (October 2018) | +1 |
| Commentary<br>One case moved from level 4 to level 3 following a Child Protection Conference in Nov 2018 | |

| | |
|---|---|
| Number of cases at level 4: **Child at risk** of significant harm | 2 |
| Change since previous report (October 2018) | -1 |
| Commentary | |

| |
|---|
| Work with external agencies: |
| Continued work with Schools Police Service on gangs, criminal activity of one pupil |
| Work with Lambeth Safeguarding Children Board on 1 pupil referral |
| Plan to set up a weekly drop in session with School Police Service |
| Weekly sessions runs with nurse. |

| |
|---|
| Significant safeguarding issues in school since last report: |
| One pupil excluded for the possession of drugs on site. |
| One pupil has disclosed an incident of domestic sexual molestation. This is being handled by the police service. |

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| Education and Health Care Plans. Update since last report: none |

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# South Bank Engineering UTC

56 Brixton Hill, London SW2 1QS

| **Inspection dates** | 22–23 January 2019 |
|---|---|

| | |
|---|---|
| **Overall effectiveness** | **Requires improvement** |
| Effectiveness of leadership and management | **Good** |
| Quality of teaching, learning and assessment | **Requires improvement** |
| Personal development, behaviour and welfare | **Good** |
| Outcomes for pupils | **Requires improvement** |
| 16 to 19 study programmes | **Requires improvement** |
| Overall effectiveness at previous inspection | Not previously inspected |

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Teaching, learning and assessment across a range of subjects require improvement.
- Teachers do not routinely check what pupils and students in the sixth form know and can do. They do not always plan activities that challenge or support gaps in pupils' and students' knowledge or understanding. Consequently, pupils and students do not make enough progress.
- Teachers do not enable pupils to write and present their ideas effectively, for a range of audiences and purposes.
- Until very recently, leaders have not had the capacity to check the quality of teaching and learning to ensure that it is of the highest quality. By necessity, their roles have been operational rather than leading improvements.
- Attendance at key stage 4 and post-16, while improving slightly, is still too low.
- Some pupils and students in the sixth form do not access the full range of opportunities available to them, for instance work experience.

### The school has the following strengths

- The sponsors, governors and leaders have created a unique and nurturing learning environment, which is aspirational for its pupils.
- Leaders are astute in their understanding of their successes to date, and those areas requiring further attention.
- Sponsors provide a range of high-quality work-related experiences that foster pupils' interest in and passion for engineering. There is some strong teaching in this area.
- Leaders ensured that all students leaving the sixth form in 2018 secured appropriate destinations, irrespective of their outcomes.
- Staff, pupils and students are very proud of their school. Pupils are motivated and keen to do well. They enjoy practical learning in the recently opened engineering workshops.
- Staff and students routinely show good respect towards each other. Students feel well cared for and said that they feel safe.
- Leaders ensure that safeguarding arrangements are effective.

## Full report

### What does the school need to do to improve further?

- Leaders must ensure that they:
  - have the capacity to check the quality of teaching and learning to ensure that it is of a consistently good quality
  - provide timely support and professional development for staff
  - ensure opportunities for strong teachers to develop their leadership skills to increase their capacity still further
  - make sure that their focus on improving attendance gathers momentum so that pupils are punctual and regular attenders
  - ensure that all pupils make at least good progress from their starting points, particularly the most able
  - check which pupils and students access the range of opportunities available to them.
- Improve teaching and learning across key stage 4 and in the sixth form, by ensuring that:
  - teachers routinely check pupils' and students' understanding of key concepts and ideas, adapting their teaching accordingly to meet individual needs
  - pupils are able to recall prior learning so that their knowledge is secure, and they can progress confidently
  - teachers give clear advice about how pupils can improve their work
  - teachers use the extensive resources available to them so that pupils can be active and curious learners
  - all teachers support pupils to write accurately and effectively for a range of different audiences and purposes.

## Inspection judgements

| Effectiveness of leadership and management | Good |
|---|---|

- Sponsors, governors and leaders have established a unique learning environment which has high aspirations for its young people. There were significant challenges in the early stages of inception, around temporary accommodation, a lack of resources, specialist teachers and leadership capacity. However, leaders have maintained their determination to create a high-quality, specialist, community school.
- Leaders are clear about the strengths of the school and the need to focus on improving the quality of teaching and learning. They have very recently increased senior leadership capacity and are beginning to develop leadership skills among the staff. In this way, leaders are vigilant about offering timely and effective support to teachers, when required.
- Leaders know the urgency of ensuring that Year 11 pupils and Year 13 students achieve their academic targets. They have refined school improvement plans and are looking to work closely with other providers and schools. This is to ensure that the accuracy of their pupil assessments is validated outside of the school.
- Leaders were disappointed by the 2018 academic A-level results. However, they acted swiftly and secured appropriate destinations for all students in employment, on apprenticeships or on suitable courses at university. Leaders have since reviewed the entrance criteria for A-level courses. This ensures that students have good-quality information, advice and guidance and the ability to achieve appropriate outcomes on their chosen courses.
- Leaders have given careful thought to pupils' social, spiritual, moral, and cultural development. There are regular opportunities for pupils to discuss current affairs, celebrate the diversity of their school and uphold British values. Weekly 'expert talks' aim to raise pupils' aspirations, present information on the range of employment opportunities available and promote key employability skills.
- Leaders are proud of their specialist curriculum. At points during the year, pupils undertake project-based learning to hone skills such as research, self-organisation, teamwork, time management and effective communication. Pupils are presented with problems in the form of 'big ideas', designed by the school's employer partners and the university, for instance designing the 'hospital ward of the future'. Pupils and students value these opportunities to work with industry professionals and demonstrate their practical skills.
- Leaders carefully track the progress of pupils, including those with special educational needs and/or disabilities (SEND). The special educational needs coordinator (SENCo) understands the needs of individual pupils on the SEND register, and plans are in place to share this systematically with staff. These pupils benefit from small class sizes, a nurturing environment and positive relationships with staff.
- Leaders have identified some barriers to learning for disadvantaged pupils. They have used pupil premium funding to make class sizes smaller and provide access to technology to aid pupils' learning. These initiatives are in the early stages and, therefore, the impact on pupils' progress is not yet clear.

- Few parents responded to the Ofsted online questionnaire, Parent View. However, those that did were positive about their child's experience since joining the school. Parents are pleased with the professional and caring ethos of the school and the efforts that have been made to enable their child to settle quickly into a new environment.

## Governance of the school

- The interim chief executive officer (CEO) and the school advisory board (SAB) offer appropriate support and challenge to school leaders. Working together, sponsors and governors have successfully built a school designed to raise aspirations and produce skilled young people. They are proud of their successes to date but share senior leaders' acknowledgement that more needs to be done to improve the quality of teaching and learning.
- The local advisory board has recently revised its structure so that it can work more closely with school staff. Consequently, governors have a good understanding of the work of the school and what needs to be improved. They bring their extensive experience and industry connections to the role, providing the school and its pupils with many external opportunities and resources.

## Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have established a culture of safeguarding at the school. They have introduced a systematic way to record staff concerns and ensure that they track subsequent actions. Leaders work closely with external agencies to ensure that pupils get early help, where appropriate.
- Staff are well trained and know their responsibilities around being vigilant to any signs of concern. They were clear about their responsibility to prevent extremism and radicalisation. They are aware of the pertinent risks to pupils in the wider community, including child sexual exploitation, gang affiliation and knife crime. Checks on the suitability of staff to work at the school are in line with statutory guidance.
- The school site is secure and well maintained, with appropriate risk assessments in place.

## Quality of teaching, learning and assessment — Requires improvement

- Teachers do not routinely check whether pupils understand what they are learning. Consequently, teachers are not able to adapt their planning to address misconceptions or fill any gaps in pupils' knowledge and comprehension. Equally, pupils are not always clear about how they can improve their work, and this limits the progress they can make.
- Teachers do not ensure that all pupils understand key knowledge, concepts, ideas or subject-specific language. Some pupils find it difficult to recall prior learning, and this inhibits their ability to attempt new learning confidently. For instance, they struggle sometimes to name and describe the function of particular tools or remember factual knowledge in biology.

- Teachers do not explicitly support pupils to write effectively for different audiences and purposes within their subject area. Written work in some areas is of poor quality and does not enable pupils to demonstrate what they know. Errors in spelling, punctuation and grammar exacerbate this, and are not routinely picked up by teachers.
- The new school building benefits from specialist equipment, laboratories and workshops, some of which have yet to be commissioned for pupils' use. Consequently, teachers are not able to use these resources regularly enough. Pupils say that they are keen to be active in their learning. They value the project-based learning they undertake with sponsors as it is engaging, hands-on and practical. Pupils would welcome more opportunities to be inquisitive and active learners across all of their subjects.
- Some teachers know their pupils well and plan accordingly. They know that some pupils need an equal measure of reassurance and challenge. These teachers are clear about what they want pupils to learn in the short term, in order to achieve their long-term targets. For instance, in some Year 12 mathematics classes, students are resitting their GCSE examinations to improve their grades. Students make good progress in these areas.
- There is some strong teaching in engineering, and this was reflected in the 2018 outcomes. Pupils are highly motivated and keen to rise to the challenge.
- Leaders have instigated additional weekly sessions where teachers share best practice and learn new skills. Staff were complimentary about the support they receive and the benefit of these sessions on their teaching.

## Personal development, behaviour and welfare — Good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Leaders know that some pupils have had challenges in their previous school or have been erratic attenders. Many need reassurance, care and guidance so that they can settle quickly and focus on their learning. The school runs an effective mentoring programme to ensure that all pupils receive bespoke support. As a result, the school community is harmonious and supportive. Pupils mix across year groups and support each other, irrespective of their backgrounds, ability or aspirations.
- The 'safer schools' officer and other external agencies provide briefings for pupils on how they might keep themselves safe in different situations. Pupils and students in the sixth form said that they feel safe in school and know whom they would turn to if they were concerned. They reported that bullying is rare.
- Girls are a minority group at the school. Leaders have started to offer bespoke support and guidance. A school nurse is on site once a week. A local group, which aims to increase girls' self-esteem, makes visits to the school, and sponsors have arranged similar presentations by women in industry. The girls said that they are well looked after, although would still welcome further opportunities as a distinct group.
- Leaders provide a range of work-related learning, work placements, visits and trips. A careers officer visits the school once a week and gives impartial advice and guidance.

Leaders promote university 'open days' and information about apprenticeship opportunities. However, leaders do not track carefully enough which pupils access these opportunities. Consequently, they are not able to ensure that all pupils, irrespective of their backgrounds, are being given comprehensive information, advice and guidance to ensure equality.

## Behaviour

- The behaviour of pupils is good.
- Pupils are very proud of their school and their experiences. They take pride over their appearance and are well prepared for their lessons. They show respect and tolerance towards each other and to the adults around them. Pupils welcome the opportunities they receive through the sponsors and were quick to explain the many positive aspects of their school.
- Pupils conduct themselves in a mature and polite way around the site. At break and lunchtimes, they socialise with their friends or enjoy playing football or table tennis, often highly competitively.
- During lessons, the majority of pupils are motivated and want to do well. Where teaching is less strong, sometimes, pupils' attention wanes, and time is lost. A minority of pupils require further support to manage their own behaviour. Teachers are quick to intercede, and do so calmly and appropriately, quickly de-escalating any potential tensions.
- Attendance, while improving slightly, is still too low throughout the school. Leaders are working to address this, although more needs to be done. Punctuality to lessons is erratic. This is exacerbated by the building being on five levels, making movement between lessons too slow sometimes.

## Outcomes for pupils — Requires improvement

- Leaders undertake baseline assessments of pupils' ability on entry and track their progress from this point. Leaders use this information to set examination targets. However, evidence in pupils' books indicates that progress varies, depending on the teacher. In some subjects, there is demonstrable evidence of pupils acquiring knowledge and deepening their understanding. These pupils are set 'challenge tasks' that stretch their problem-solving and reasoning skills.
- There is evidence of teachers giving advice on how pupils can improve their work, and subsequent progress is evident. However, this is not the case across all subjects. In some subjects, work in books and assessment papers indicates large gaps in pupils' understanding and knowledge. This is exacerbated by some pupils' inability to express themselves effectively in writing. Leaders' own records of their analysis of pupils' work confirm variation in pupils' progress across the school.
- In English lessons, pupils focus predominantly on reading the set literary texts in preparation for their GCSE English examinations. There are few opportunities for pupils to read other texts, including non-fiction, as models for their own writing.
- In 2018, across a number of subjects, including English and mathematics, pupils overall

made progress in line with pupils nationally. However, disadvantaged pupils made less progress across a range of subjects than their peers did, and pupils nationally.

- At the end of Year 11 in 2018, pupils' attainment was in line with the national average across a range of subjects. The attainment of pupils studying BTEC engineering level 2 was higher than the national average. Equally, the proportion of pupils achieving grade 5 or above in both English and mathematics was just above the national average. These pupils had middle or high attainment when they left primary school at the end of key stage 2. However, fewer disadvantaged pupils achieved grade 5 or above in English and mathematics. Leaders have rightly identified some groups of current pupils who need to make stronger progress from their starting points. These include the most able and disadvantaged pupils.

## 16 to 19 study programmes — Requires improvement

- Teaching, learning and assessment on 16 to 19 study programmes, as in key stage 4, require improvement. The quality of teaching in different departments is not good. Consequently, students make variable progress, depending on the subject and their teacher.
- Outcomes on academic A-level courses in 2018 were poor. Many students failed to achieve A-level qualifications. This was due to a range of issues, including inappropriate entrance criteria for specific subjects, poor advice, teaching that required improvement and personal issues. However, leaders ensured that all students went on to find appropriate employment, suitable apprenticeships or university courses.
- Leaders responded quickly to ensure that students now have the academic ability to succeed on their chosen courses, and that teachers have the subject knowledge and skills to ensure that students make better progress. However, the quality of teaching remains inconsistent.
- Retention and attendance in the sixth form continue to require improvement. Too many students do not attend regularly enough, with some leaving school before the end of their course.
- Outcomes in vocational qualifications are stronger, particularly engineering. Students who completed BTEC Level 3 courses in 2018 achieved very highly. Current students look set to do the same.
- Guidance for students resitting GCSE qualifications in English and/or mathematics, and for those taking core mathematics to support their engineering skills, is strong. Consequently, these pupils make appropriate progress.
- University and employer-led projects are a successful feature of the curriculum, benefiting all learners. Some students are successful in acquiring meaningful work experience placements. This supplements their studies in school and prepares them well for the next stage of their education and training. However, while leaders provide information about opportunities, they do not ensure that all students participate in a work experience programme, particularly those on vocational courses.
- Students are mature, hard-working and aspirational for their future success. Many have a clear idea about their future work plans. Leaders and the sponsors have effectively supported those applying for apprenticeships and university placements. Students

support each other well and have very positive relationships with the adults who work with them. Students are proud of their school, are pleased that they chose to study there and have enjoyed the experience.

- Safeguarding arrangements, as in the rest of the school, are effective.

## School details

| | |
|---|---|
| Unique reference number | 142905 |
| Local authority | Lambeth |
| Inspection number | 10058831 |

This inspection of the school was carried out under section 5 of the Education Act 2005.

| | |
|---|---|
| Type of school | Technical |
| School category | University technical college |
| Age range of pupils | 14 to 19 |
| Gender of pupils | Mixed |
| Gender of pupils in 16 to 19 study programmes | Mixed |
| Number of pupils on the school roll | 221 |
| Of which, number on roll in 16 to 19 study programmes | 125 |
| Appropriate authority | Board of trustees |
| Chair | Nicole Louis |
| Headteacher | Dan Cundy |
| Telephone number | 020 7738 6115 |
| Website | www.southbank-utc.co.uk |
| Email address | info@southbank-utc.co.uk |
| Date of previous inspection | Not previously inspected |

### Information about this school

- South Bank Engineering is a university technical college that opened in September 2016 in temporary accommodation. Last year, it moved into its new building. It educates 14- to 19-year-old pupils and students.
- The UTC's main sponsor is London South Bank University. Other sponsors include Skanska, King's College Hospital NHS trust, Guy's and St Thomas' Hospital NHS trust, and Essentia.
- The school is part of the South Bank Academies multi-academy trust.
- Girls represent approximately one fifth of the pupil body.

- Over half of the pupils are known to be eligible for the pupil premium, which is above average.
- The majority of pupils are from minority ethnic backgrounds, which is higher than the national average. The largest groups are those who are Black or Black British – African, and Black or Black British – Caribbean.
- The proportion of pupils who speak English as an additional language is above average.
- A quarter of pupils receive special educational needs support, which is above the national average.
- The proportion of pupils who have an education, health and care (EHC) plan is below the national average.
- The majority of pupils joined their previous school in Year 7 as middle- or high-ability pupils.

## Information about this inspection

- Inspectors observed teaching, learning and assessment across the full range of year groups and subjects.
- Inspectors held discussions with representatives from the local advisory board, who represent the sponsors, the principal and vice-principal, and teachers with lead responsibilities. They spoke to a range of staff, pupils and students in the sixth form.
- Inspectors took account of the two responses to Parent View, 18 responses to the staff survey and 13 responses from pupils.
- The inspection team scrutinised a wide range of documentation, including: records relating to student behaviour and attendance, minutes of meetings, information on the progress made by current students, the school's self-evaluation documentation and the school development plan.
- Inspectors reviewed safeguarding records, policies and procedures. They checked the school's procedures for ensuring the safer recruitment of staff.

### Inspection team

| | |
|---|---|
| Helen Matthews, lead inspector | Her Majesty's Inspector |
| Steve Lambert | Her Majesty's Inspector |

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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# South Bank Engineering UTC

# Progress from starting point

## Exam Year: 2020

## Collection: Year 10 - 2



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# South Bank Engineering UTC

Headline Figures - Year 10 - 2, Exam Year 2020

| Overall | This Collection | Last Collection | Last Year () | National (2017) |
|---|---|---|---|---|
| - Attainment 8 | 41.0 | 39.4 | | 44.6 |
| - Progress from average GL baseline | 0.82 | 0.66 | | 0.00 |
| - English and maths (% 4 and above) | 61.0 | 39.0 | | 64 |
| - English and maths (% 5 and above) | 14.6 | 12.2 | | 43 |
| - English Baccalaureate | 2.89 | 2.82 | | 3.87 |
| **English** | | | | |
| - % 4 and above | 78.0 | 70.7 | | 75.5 |
| - % 5 and above | 29.3 | 24.4 | | 60.5 |
| - Progress from "fine English" GL baseline | 1.10 | 0.93 | | 0.00 |
| **Mathematics** | | | | |
| - % 4 and above | 73.2 | 51.2 | | 69.0 |
| - % 5 and above | 43.9 | 36.6 | | 49.0 |
| - Progress from "fine maths" GL baseline | 0.90 | 0.34 | | 0.00 |



| Cohort for Progress from average GL baseline | All Students | Male | Female | Disadvantaged | Non-Disadvantaged | Low KS2 | Middle KS2 | High KS2 | Not EAL* | EAL | No SEN* | SEN Support* | Statement/EHCP* |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 41 | 36 | 5 | 5 | 36 | 3 | 27 | 7 | 32 | 9 | 32 | 7 | 2 |
| School Score | 0.82 | 0.81 | 0.94 | 1.02 | 0.79 | 1.26 | 0.91 | 0.40 | 0.77 | 1.02 | 0.79 | 0.94 | 1.01 |
| 95% Confidence Interval | 0.38 | 0.40 | 1.08 | 1.08 | 0.40 | 1.39 | 0.46 | 0.91 | 0.43 | 0.80 | 0.43 | 0.91 | 1.70 |
| Group national mean | -0.03 | -0.24 | 0.18 | -0.39 | 0.11 | -0.17 | -0.02 | 0.00 | -0.11 | 0.50 | 0.06 | -0.43 | -1.04 |
| Progress Quintiles displaying percentile rank Q1 | 9 | 7 | 8 | 7 | 9 | 9 | 10 | 16 | 9 | 19 | 10 | 7 | 5 |
| Q2 | | | | | | | | | | | | | |
| Q3 | | | | | | | | | | | | | |
| Q4 | | | | | | | | | | | | | |
| Q5 | | | | | | | | | | | | | |

* Estimated rank for these groups.

# South Bank Engineering UTC

Trends over time from GL baseline: Year 10 - 2, Exam Year: 2020

Progress from average starting point (except where shown), quintiles displaying percentile rank (1-100 where 1 is the top percentile

| | Overall | | | | | | | English progress from English GL Baseline | | | | | | | Mathematics progress from maths GL Baseline | | | | | | | Open element | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Bottom 20% | | | | | Top 20% | | Bottom 20% | | | | | Top 20% | | Bottom 20% | | | | | Top 20% | | Bottom 20% | | | | | Top 20% | | | |
| | Year | Cohort | Q5 | Q4 | Q3 | Q2 | Q1 | Year | Cohort | Q5 | Q4 | Q3 | Q2 | Q1 | Year | Cohort | Q5 | Q4 | Q3 | Q2 | Q1 | Year | Cohort | Q5 | Q4 | Q3 | Q2 | Q1 | | |
| **All** | 2020 | 41 | | | | | 9 | 2020 | 41 | | | | | 8 | 2020 | 41 | | | | | 9 | 2020 | 41 | | | | | 23 | | |
| **Low at KS2** | 2020 | 3 | | | | | 9 | 2020 | 3 | | | | | 8 | 2020 | 3 | | | | 25 | | 2020 | 3 | | | | | 15 | | |
| **Middle at KS2** | 2020 | 27 | | | | | 10 | 2020 | 27 | | | | | 10 | 2020 | 27 | | | | | 9 | 2020 | 27 | | | | | 18 | | |
| **High at KS2** | 2020 | 7 | | | | | 16 | 2020 | 7 | | | | | 6 | 2020 | 7 | | | | | 14 | 2020 | 7 | | 65 | | | | | |
| **Disadvantaged** | 2020 | 5 | | | | | 7 | 2020 | 5 | | | | | 6 | 2020 | 5 | | | | | 7 | 2020 | 5 | | | | | 10 | | |





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# South Bank Engineering UTC

Trends over time from GL baseline: Year 10 - 2, Exam Year: 2020

Progress from average starting point, quintiles displaying percentile rank (1-100 where 1 is the top percentile

| | *EBacc element* | | | | | | Science VA | | | | | | Languages VA | | | | | | Humanities VA | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Bottom 20% | | | | Top 20% | | | Bottom 20% | | | | Top 20% | | Bottom 20% | | | | Top 20% | | Bottom 20% | | | | Top 20% | |
| | Year | Cohort | Q5 | Q4 | Q3 | Q2 | Q1 | Year | Cohort | Q5 | Q4 | Q3 | Q2 | Q1 | Year | Cohort | Q5 | Q4 | Q3 | Q2 | Q1 | Year | Cohort | Q5 | Q4 | Q3 | Q2 | Q1 |
| **All** | 2020 | 41 | | | | | 8 | 2020 | 41 | | | | | 7 | 2020 | 0 | | | | | | 2020 | 0 | | | | | |
| **Low at KS2** | 2020 | 3 | | | | | 9 | 2020 | 3 | | | | | 9 | 2020 | 0 | | | | | | 2020 | 0 | | | | | |
| **Middle at KS2** | 2020 | 27 | | | | | 10 | 2020 | 27 | | | | | 9 | 2020 | 0 | | | | | | 2020 | 0 | | | | | |
| **High at KS2** | 2020 | 7 | | | | | 18 | 2020 | 7 | | | | | 10 | 2020 | 0 | | | | | | 2020 | 0 | | | | | |
| **Disadvantaged** | 2020 | 5 | | | | | 9 | 2020 | 5 | | | | | 9 | 2020 | 0 | | | | | | 2020 | 0 | | | | | |





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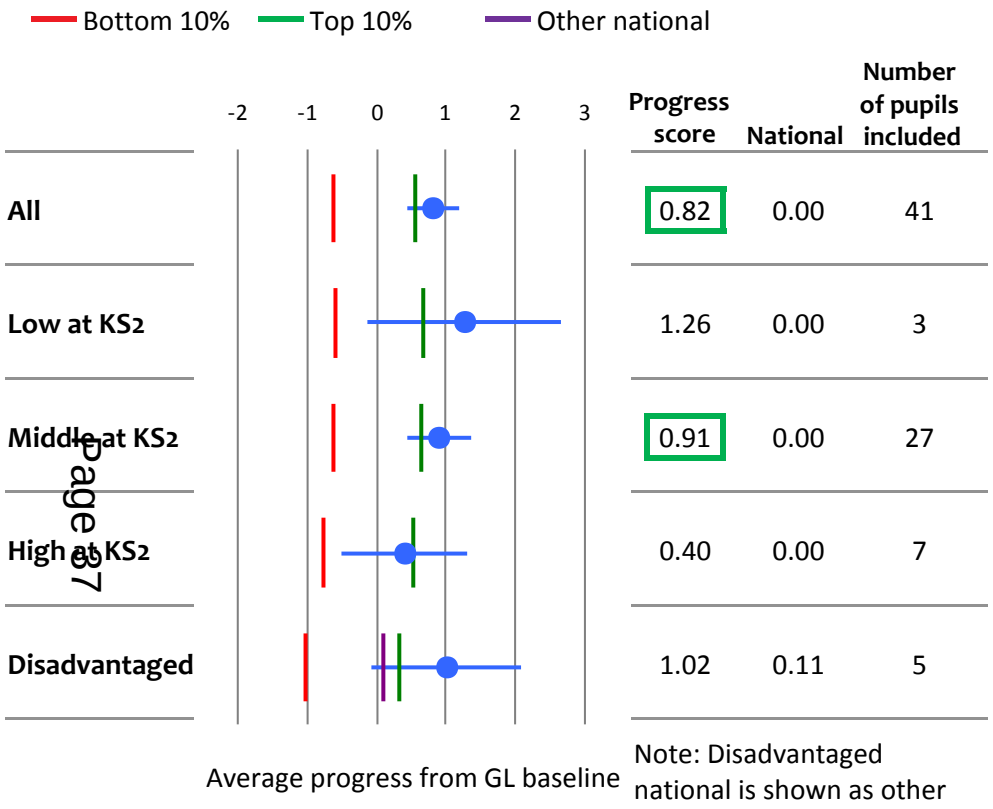
# South Bank Engineering UTC

Overall progress from average GL baseline: Year 10 - 2, Exam Year: 2020

South Bank Engineering UTC

## Overall progress from GL baseline



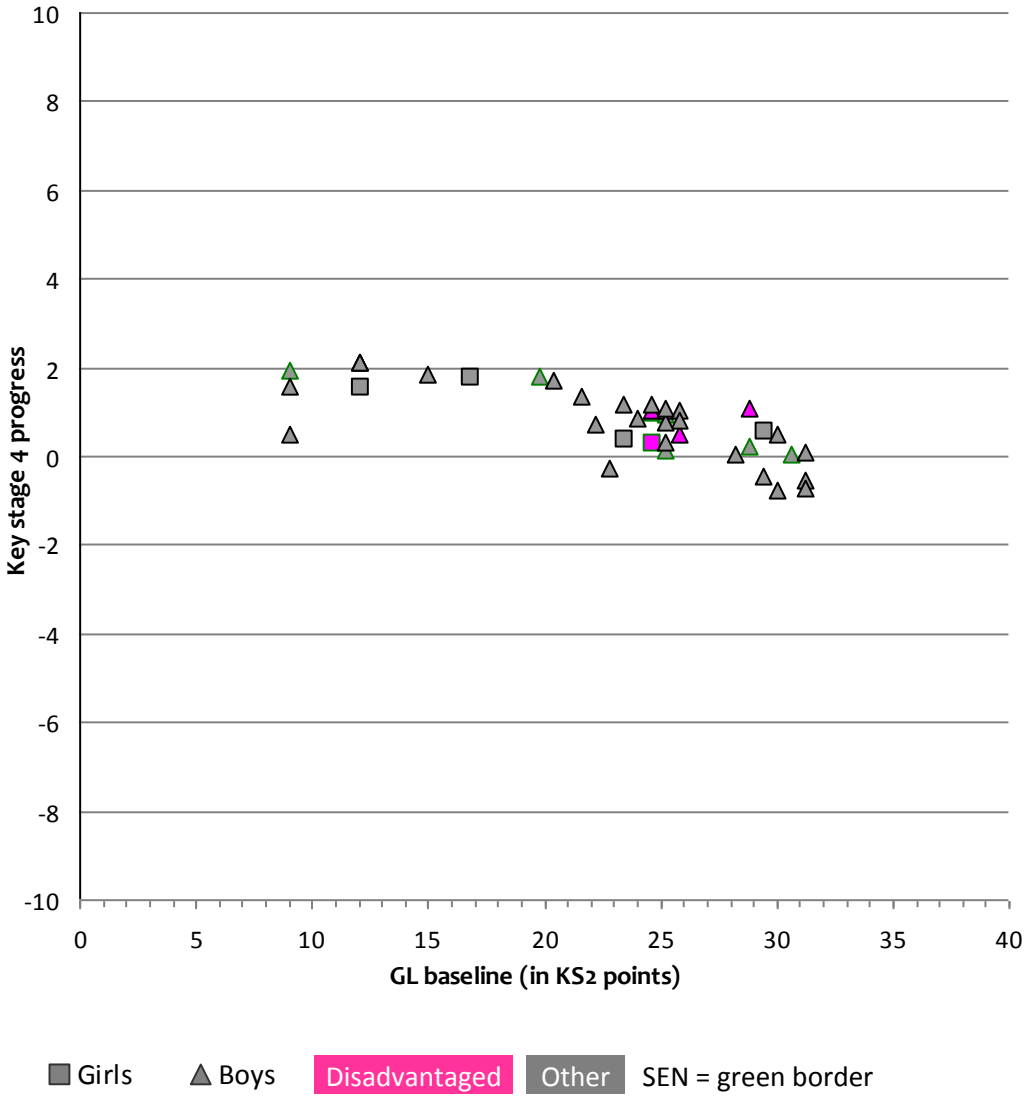

| | Progress score | National | Number of pupils included |
|---|---|---|---|
| All | 0.82 | 0.00 | 41 |
| Low at KS2 | 1.26 | 0.00 | 3 |
| Middle at KS2 | 0.91 | 0.00 | 27 |
| High at KS2 | 0.40 | 0.00 | 7 |
| Disadvantaged | 1.02 | 0.11 | 5 |

Note: Disadvantaged national is shown as other

Significantly below national and in bottom 10%

Significantly above national and in top 10%

## Overall Progress from GL baseline scatterplot





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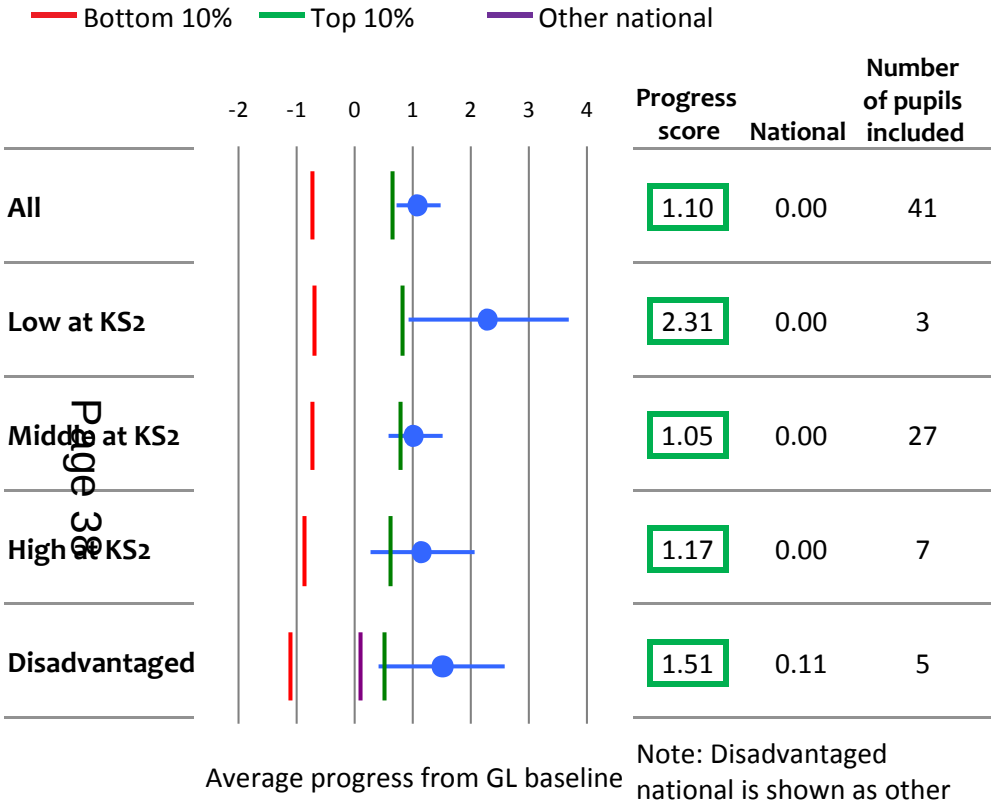
# South Bank Engineering UTC

English progress from English GL baseline: Year 10 - 2, Exam Year: 2020

South Bank Engineering UTC

## English progress from GL baseline



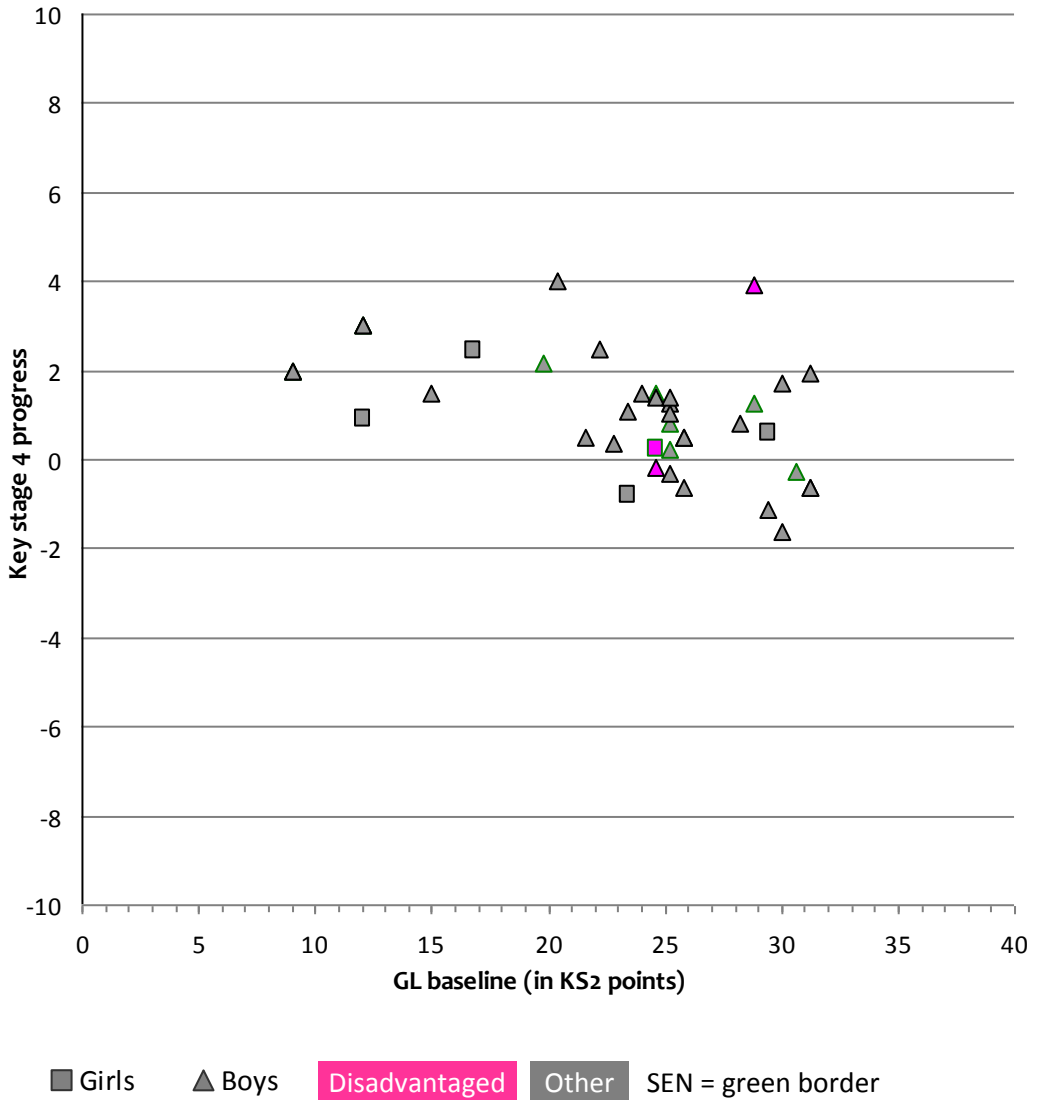

| | Progress score | National | Number of pupils included |
|---|---|---|---|
| All | 1.10 | 0.00 | 41 |
| Low at KS2 | 2.31 | 0.00 | 3 |
| Middle at KS2 | 1.05 | 0.00 | 27 |
| High at KS2 | 1.17 | 0.00 | 7 |
| Disadvantaged | 1.51 | 0.11 | 5 |

Note: Disadvantaged national is shown as other

Significantly below national and in bottom 10%

Significantly above national and in top 10%

## English progress from GL baseline scatterplot





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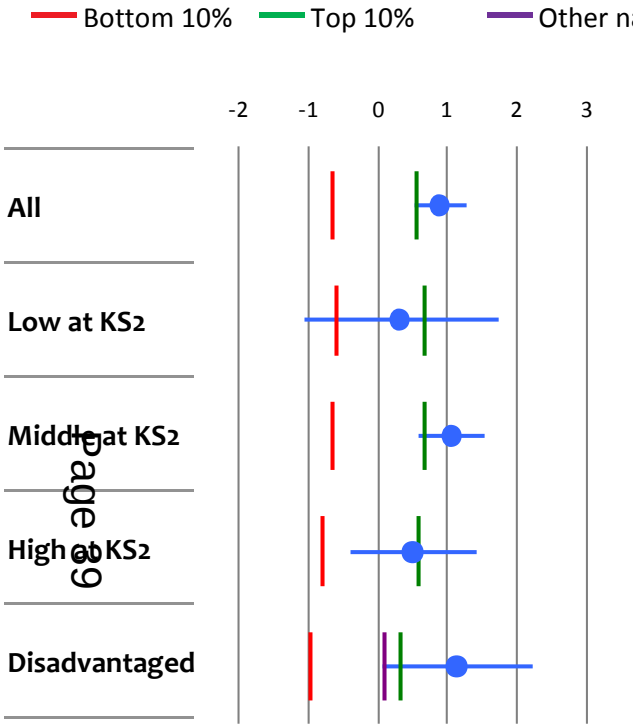
# South Bank Engineering UTC

Mathematics progress from maths GL baseline: Year 10 - 2, Exam Year: 2020

## Mathematics progress from GL baseline




| | Progress score | National | Number of pupils included |
|---|---|---|---|
| All | 0.90 | 0.00 | 41 |
| Low at KS2 | 0.33 | 0.00 | 3 |
| Middle at KS2 | 1.06 | 0.00 | 27 |
| High at KS2 | 0.51 | 0.00 | 7 |
| Disadvantaged | 1.14 | 0.11 | 5 |

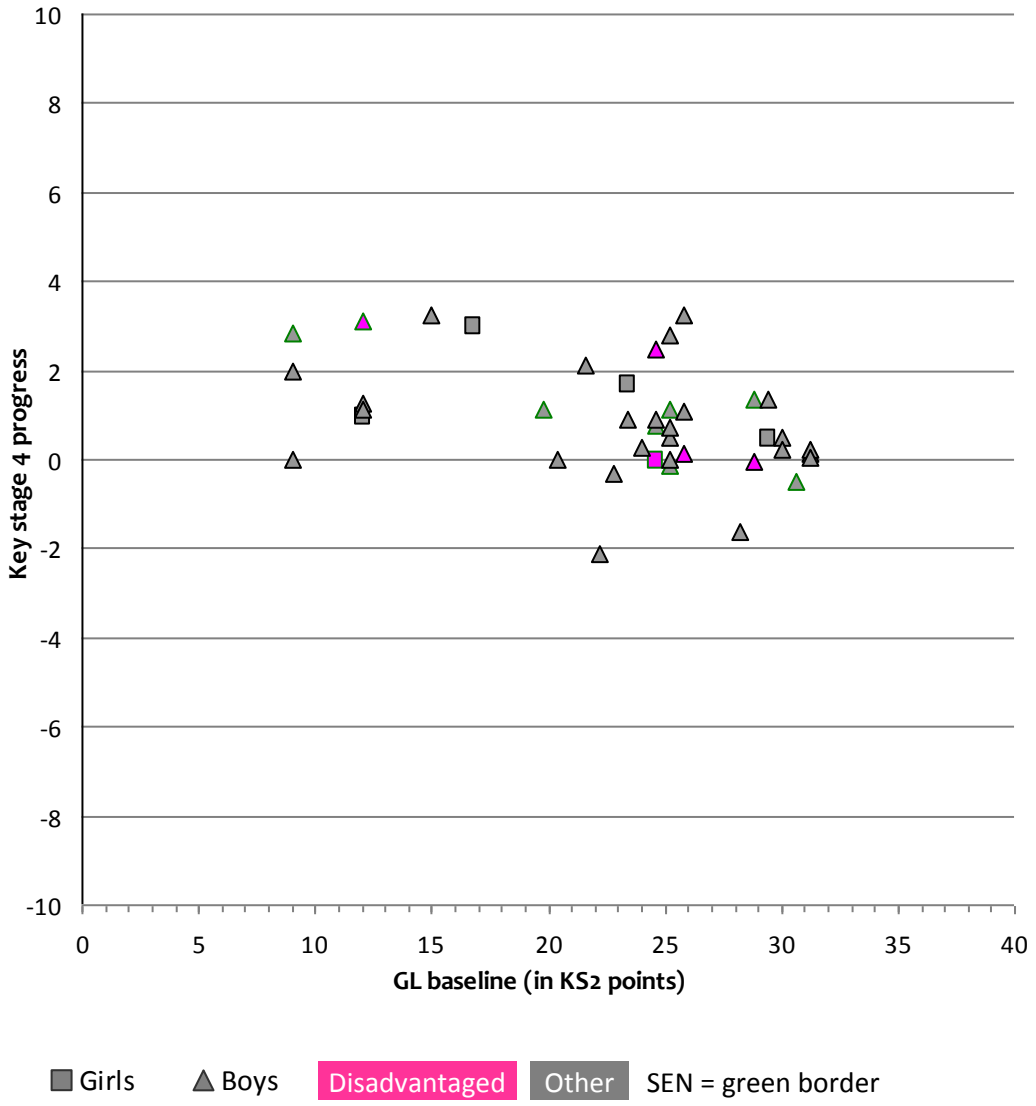
Average progress from GL baseline

Note: Disadvantaged national is shown as other

Significantly below national and in bottom 10%

Significantly above national and in top 10%

## Mathematics progress from GL baseline scatterplot





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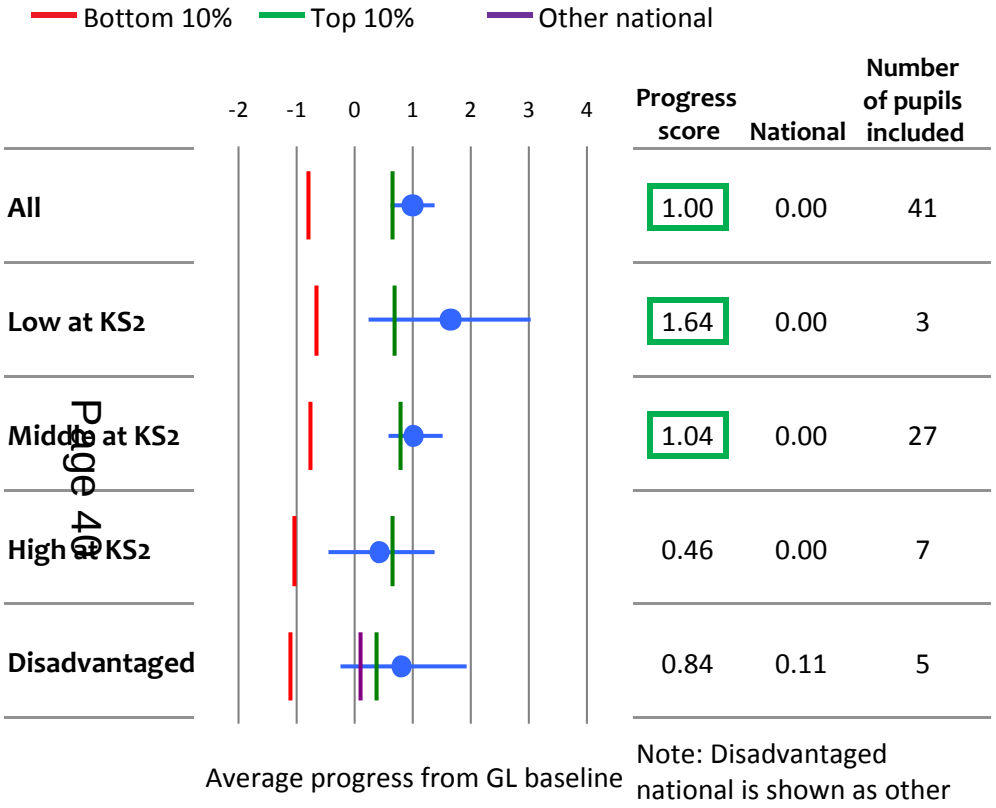
# South Bank Engineering UTC

EBacc progress from average GL baseline: Year 10 - 2, Exam Year: 2020

## EBacc progress from GL baseline



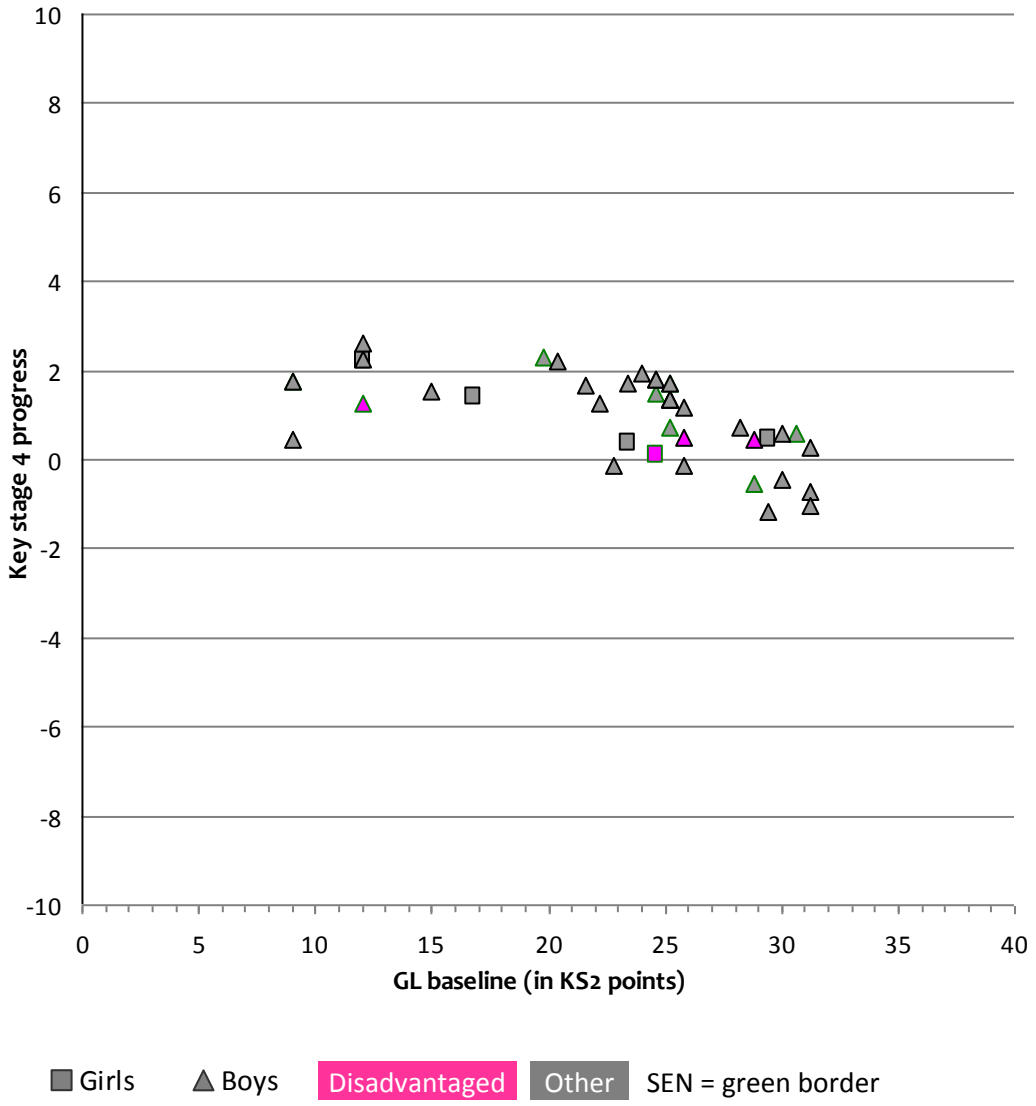

| | Progress score | National | Number of pupils included |
|---|---|---|---|
| All | 1.00 | 0.00 | 41 |
| Low at KS2 | 1.64 | 0.00 | 3 |
| Middle at KS2 | 1.04 | 0.00 | 27 |
| High at KS2 | 0.46 | 0.00 | 7 |
| Disadvantaged | 0.84 | 0.11 | 5 |

Note: Disadvantaged national is shown as other

Significantly below national and in bottom 10%

Significantly above national and in top 10%

## EBacc progress from GL baseline scatterplot








University Technical Colleges
Baker Dearing Educational Trust
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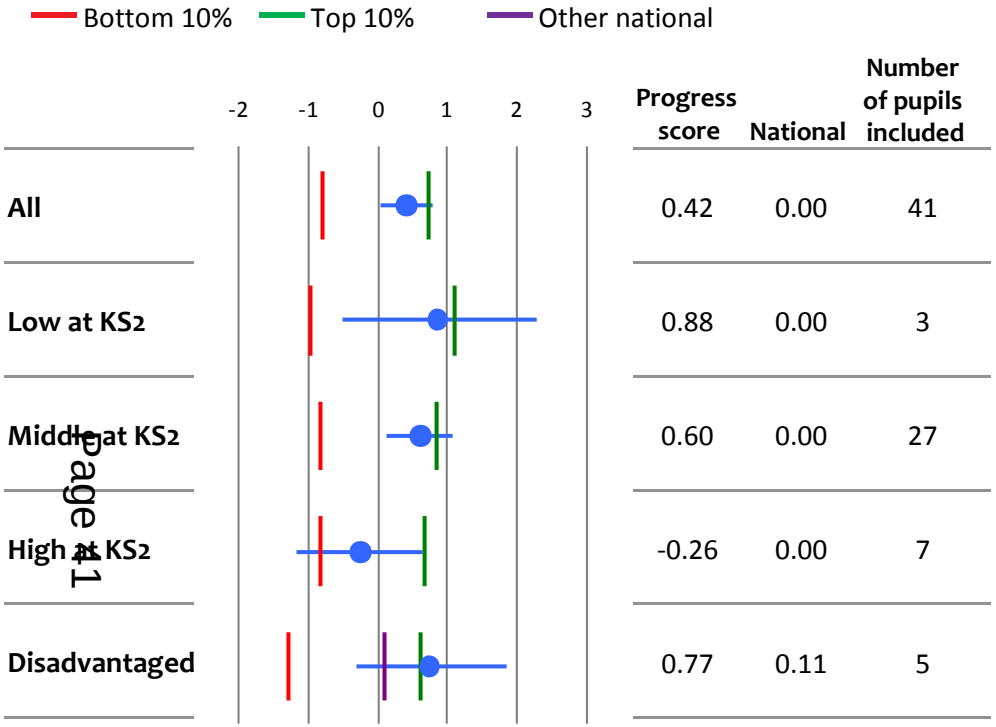
# South Bank Engineering UTC

Open progress from average GL baseline: Year 10 - 2, Exam Year: 2020

## Open progress from GL baseline



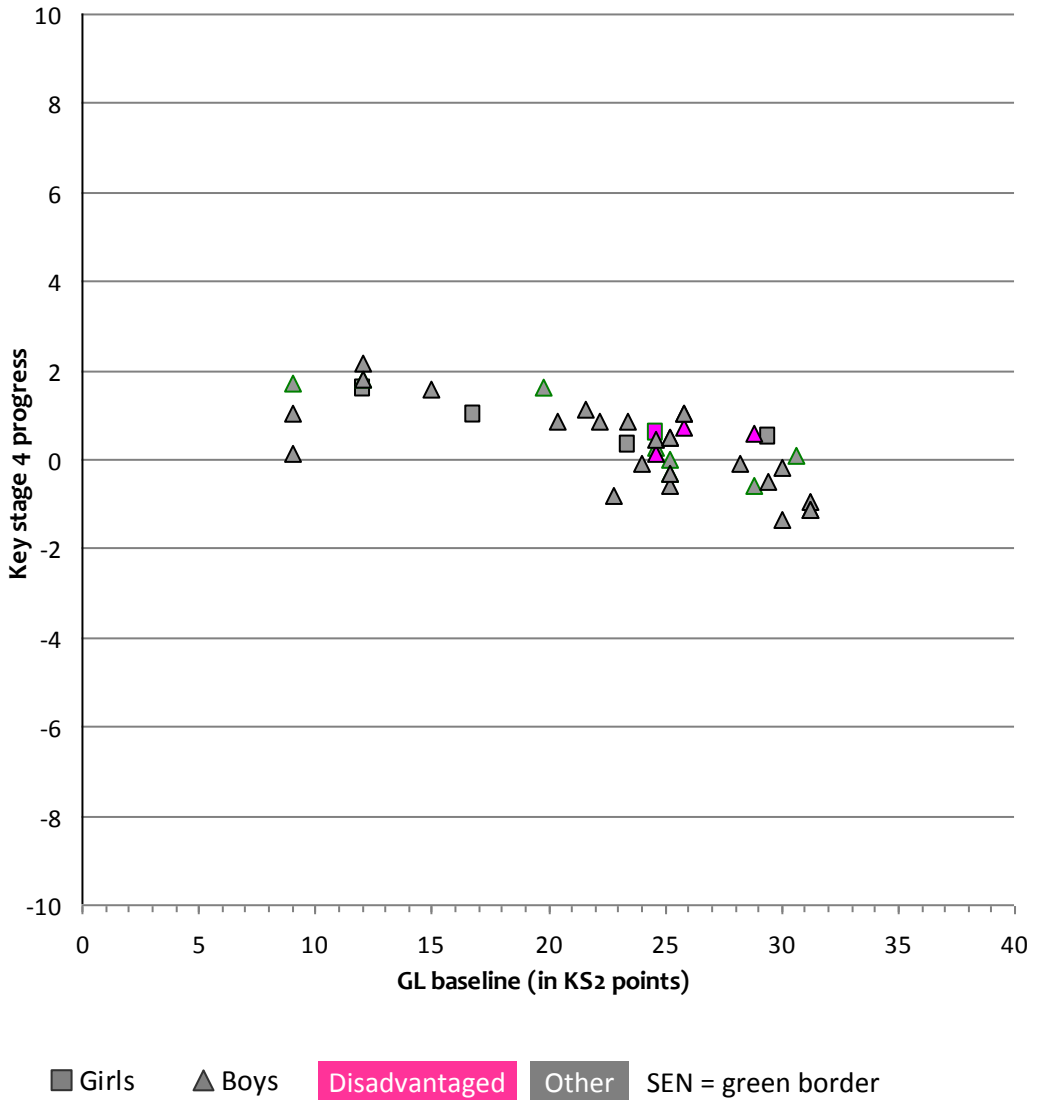

| | Progress score | National | Number of pupils included |
|---|---|---|---|
| All | 0.42 | 0.00 | 41 |
| Low at KS2 | 0.88 | 0.00 | 3 |
| Middle at KS2 | 0.60 | 0.00 | 27 |
| High at KS2 | -0.26 | 0.00 | 7 |
| Disadvantaged | 0.77 | 0.11 | 5 |

Note: Disadvantaged national is shown as other

Significantly below national and in bottom 10%

Significantly above national and in top 10%

## Open progress from GL baseline scatterplot





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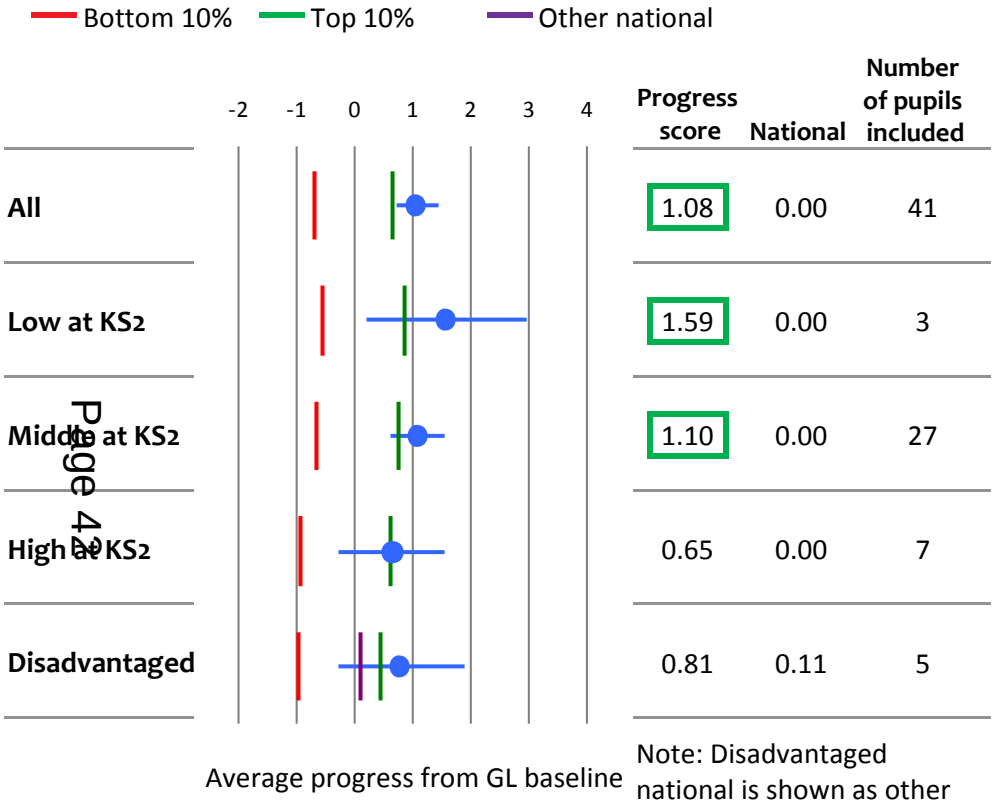
# South Bank Engineering UTC

Science progress from average GL baseline: Year 10 - 2, Exam Year: 2020

## Science progress from GL baseline



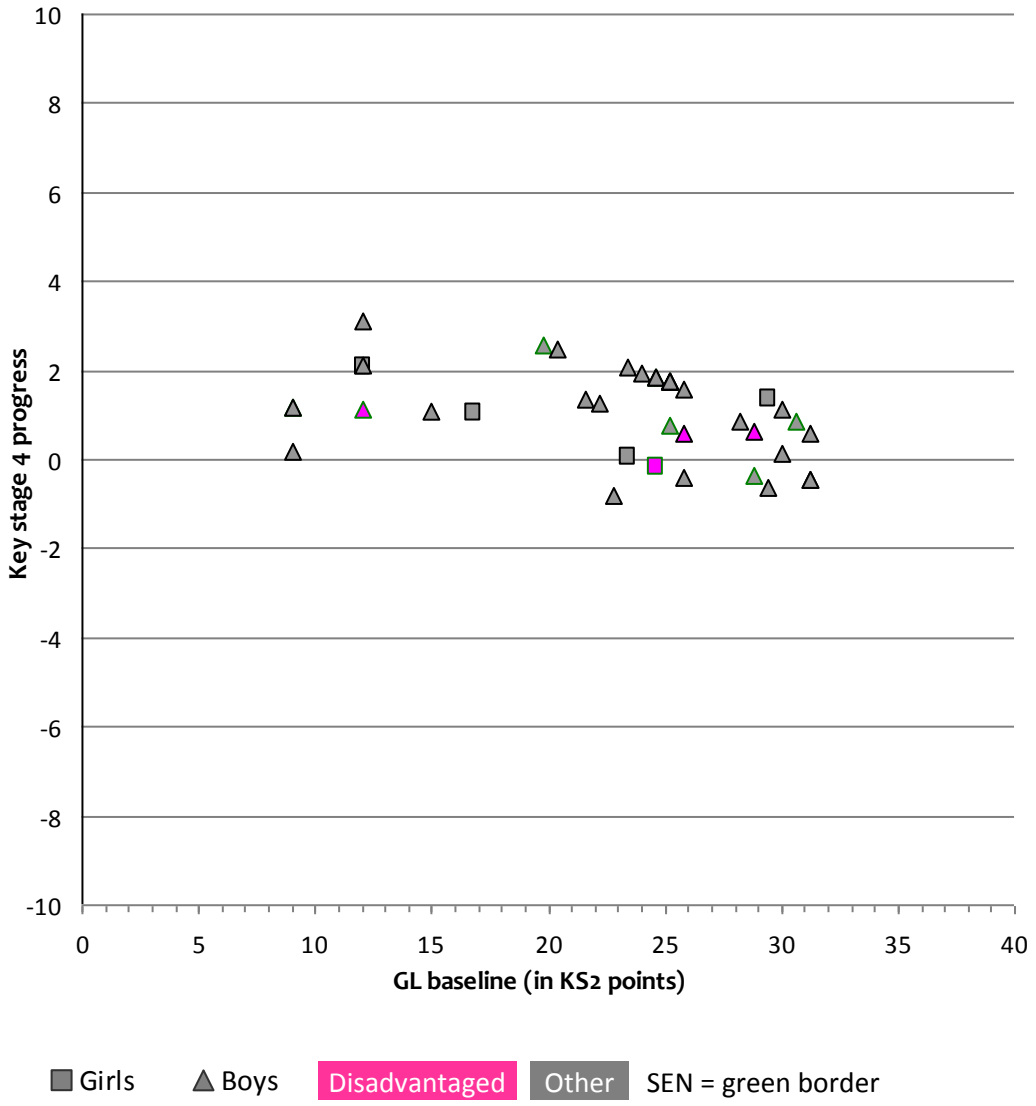

| | Progress score | National | Number of pupils included |
|---|---|---|---|
| All | 1.08 | 0.00 | 41 |
| Low at KS2 | 1.59 | 0.00 | 3 |
| Middle at KS2 | 1.10 | 0.00 | 27 |
| High at KS2 | 0.65 | 0.00 | 7 |
| Disadvantaged | 0.81 | 0.11 | 5 |

Note: Disadvantaged national is shown as other

Significantly below national and in bottom 10%

Significantly above national and in top 10%

## Science progress from GL baseline scatterplot





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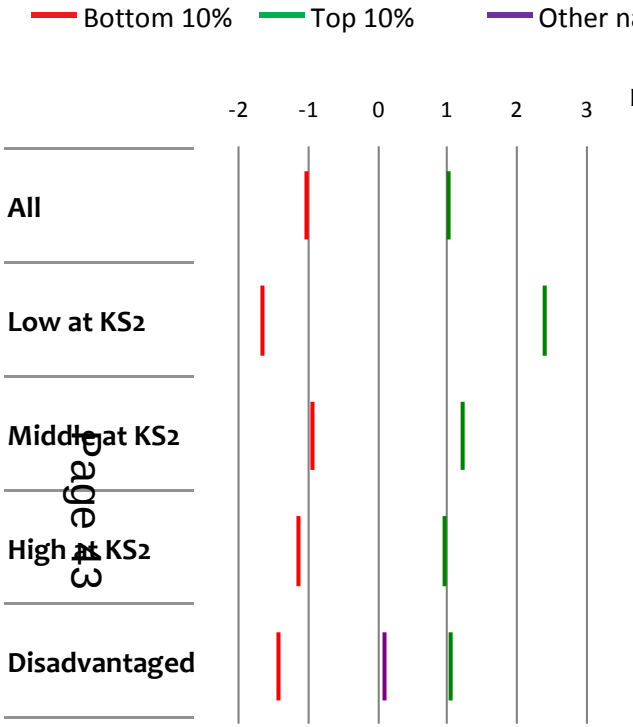
# South Bank Engineering UTC

Languages progress from average GL baseline: Year 10 - 2, Exam Year: 2020

## Languages progress from GL baseline



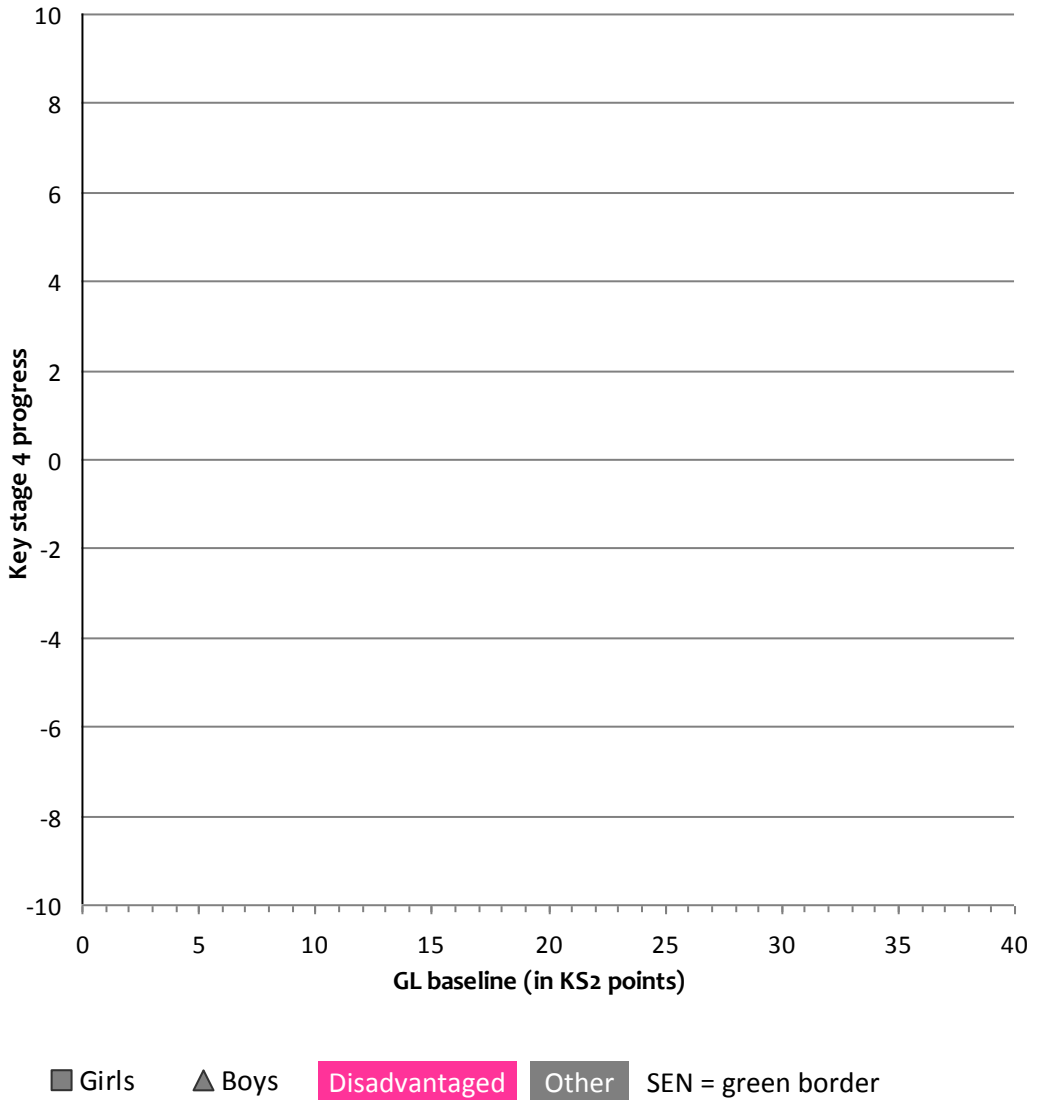

| | Progress score | National | Number of pupils included |
|---|---|---|---|
| All | | 0.00 | 0 |
| Low at KS2 | | 0.00 | 0 |
| Middle at KS2 | | 0.00 | 0 |
| High at KS2 | | 0.00 | 0 |
| Disadvantaged | | 0.11 | 0 |

Note: Disadvantaged national is shown as other

Significantly below national and in bottom 10%

Significantly above national and in top 10%

## Languages progress from GL baseline scatterplot





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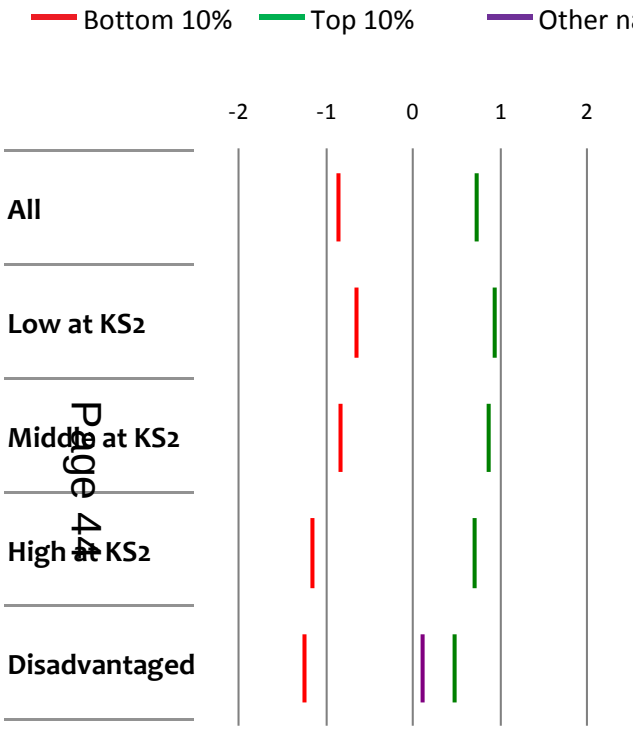
# South Bank Engineering UTC

Humanities progress from average GL baseline: Year 10 - 2, Exam Year: 2020

## Humanities progress from GL baseline



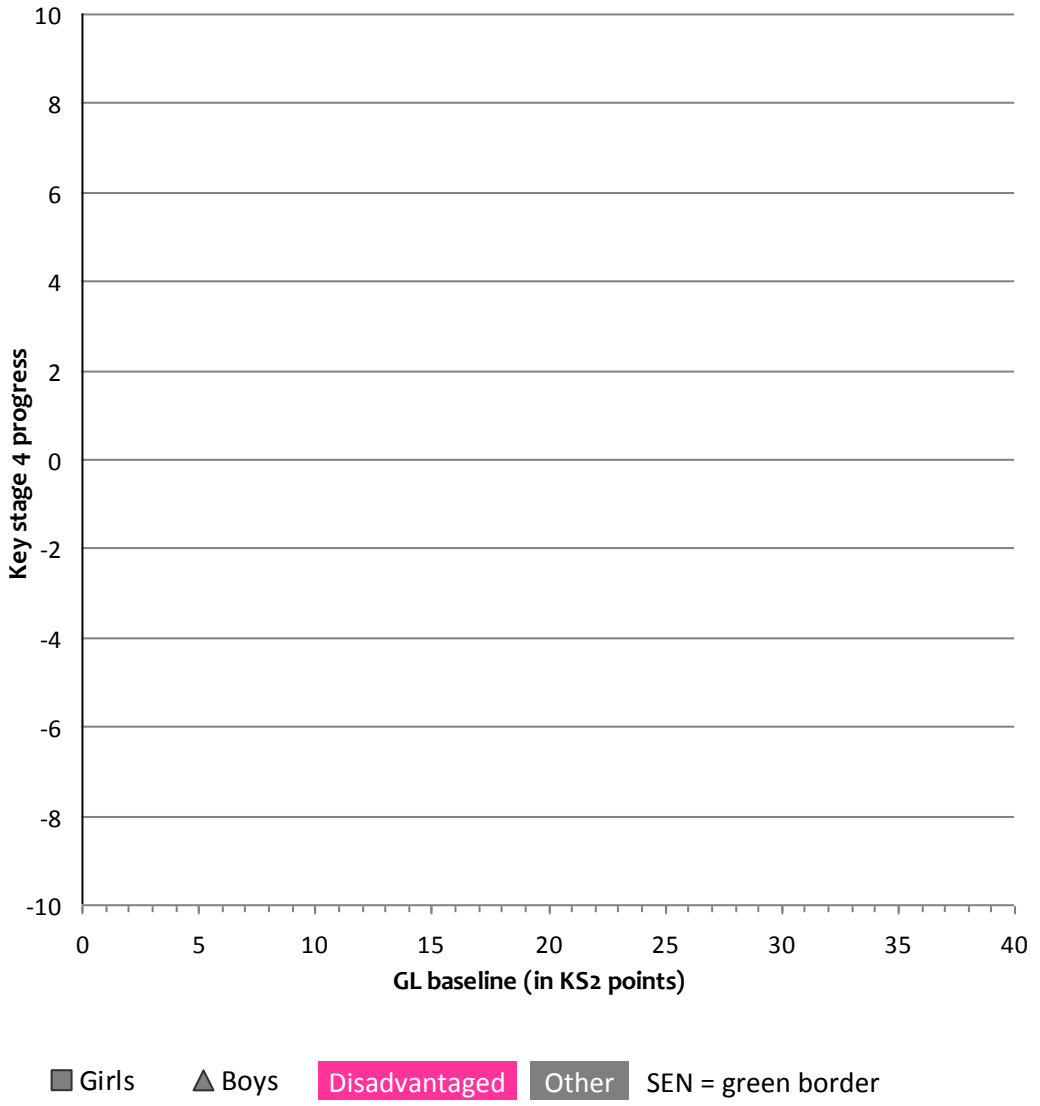

| | Progress score | National | Number of pupils included |
|---|---|---|---|
| All | | 0.00 | 0 |
| Low at KS2 | | 0.00 | 0 |
| Middle at KS2 | | 0.00 | 0 |
| High at KS2 | | 0.00 | 0 |
| Disadvantaged | | 0.11 | 0 |

Note: Disadvantaged national is shown as other

Significantly below national and in bottom 10%

Significantly above national and in top 10%

## Humanities progress from GL baseline scatterplot





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# South Bank Engineering UTC

# Progress from starting point

## Exam Year: 2019

## Collection: Year 11 - 2



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# South Bank Engineering UTC

Headline Figures - Year 11 - 2, Exam Year 2019

South Bank Engineering UTC

| Overall | This Collection | Last Collection | Last Year () | National (2017) |
|---|---|---|---|---|
| - Attainment 8 | 39.8 | 40.6 | | 44.6 |
| - Progress from average GL baseline | 0.41 | 0.49 | | 0.00 |
| - English and maths (% 4 and above) | 54.7 | 50.9 | | 64 |
| - English and maths (% 5 and above) | 22.6 | 18.9 | | 43 |
| - English Baccalaureate | 2.65 | 2.80 | | 3.87 |
| **English** | | | | |
| - % 4 and above | 56.6 | 66.0 | | 75.5 |
| - % 5 and above | 26.4 | 26.4 | | 60.5 |
| - Progress from "fine English" GL baseline | 0.81 | 0.89 | | 0.00 |
| **Mathematics** | | | | |
| - % 4 and above | 69.8 | 64.2 | | 69.0 |
| - % 5 and above | 37.7 | 30.2 | | 49.0 |
| - Progress from "fine maths" GL baseline | 0.12 | -0.28 | | 0.00 |



| Cohort for Progress from average GL baseline | All Students | Male | Female | Disadvantaged | Non-Disadvantaged | Low KS2 | Middle KS2 | High KS2 | Not EAL* | EAL | No SEN* | SEN Support* | Statement/EHCP* |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 50 | 36 | 14 | 11 | 39 | 4 | 23 | 17 | 38 | 12 | 30 | 17 | 3 |
| School Score | 0.41 | 0.36 | 0.53 | -0.04 | 0.53 | 1.16 | 0.41 | -0.13 | 0.26 | 0.87 | 0.40 | 0.40 | 0.47 |
| 95% Confidence Interval | 0.34 | 0.40 | 0.64 | 0.73 | 0.39 | 1.21 | 0.50 | 0.58 | 0.39 | 0.70 | 0.44 | 0.58 | 1.39 |
| Group national mean | -0.03 | -0.24 | 0.18 | -0.39 | 0.11 | -0.17 | -0.02 | 0.00 | -0.11 | 0.50 | 0.06 | -0.43 | -1.04 |
| Progress Quintiles displaying percentile rank Q1 | 17 | 10 | 20 | | 15 | 10 | 20 | | | | | 9 | 7 |
| Q2 | | | | 27 | | | | | 21 | 29 | 23 | | |
| Q3 | | | | | | | | 57 | | | | | |
| Q4 | | | | | | | | | | | | | |
| Q5 | | | | | | | | | | | | | |

* Estimated rank for these groups.

# South Bank Engineering UTC

Trends over time from GL baseline: Year 11 - 2, Exam Year: 2019

Progress from average starting point (except where shown), quintiles displaying percentile rank (1-100 where 1 is the top percentile

| | Overall | | | | | | | English progress from English GL Baseline | | | | | | | Mathematics progress from maths GL Baseline | | | | | | | Open element | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Bottom 20% | | | | | | Top 20% | Bottom 20% | | | | | | Top 20% | Bottom 20% | | | | | | Top 20% | Bottom 20% | | | | | | Top 20% |
| | Year | Cohort | Q5 | Q4 | Q3 | Q2 | Q1 | Year | Cohort | Q5 | Q4 | Q3 | Q2 | Q1 | Year | Cohort | Q5 | Q4 | Q3 | Q2 | Q1 | Year | Cohort | Q5 | Q4 | Q3 | Q2 | Q1 |
| **All** | 2019 | 50 | | | | | 17 | 2019 | 50 | | | | | 10 | 2019 | 50 | | | | 38 | | 2019 | 50 | | | | 30 | |
| **Low at KS2** | 2019 | 4 | | | | | 10 | 2019 | 4 | | | | | 9 | 2019 | 4 | | | | | 10 | 2019 | 4 | | | | | 14 |
| **Middle at KS2** | 2019 | 23 | | | | | 20 | 2019 | 23 | | | | | 17 | 2019 | 23 | | | | 39 | | 2019 | 23 | | | | 30 | |
| **High at KS2** | 2019 | 17 | | | 57 | | | 2019 | 17 | | | | | 15 | 2019 | 17 | | 74 | | | | 2019 | 17 | | 65 | | | |
| **Disadvantaged** | 2019 | 11 | | | | 27 | | 2019 | 11 | | | | 23 | | 2019 | 11 | | 65 | | | | 2019 | 11 | | | | 35 | |





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# South Bank Engineering UTC

Trends over time from GL baseline: Year 11 - 2, Exam Year: 2019

Progress from average starting point, quintiles displaying percentile rank (1-100 where 1 is the top percentile

| | *EBacc element* | | | | | | | Science VA | | | | | | | Languages VA | | | | | | | Humanities VA | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Bottom 20% | | | | Top 20% | | | Bottom 20% | | | | | Top 20% | | | Bottom 20% | | | | | Top 20% | | | Bottom 20% | | | | | Top 20% | |
| | Year | Cohort | Q5 | Q4 | Q3 | Q2 | Q1 | Year | Cohort | Q5 | Q4 | Q3 | Q2 | Q1 | Year | Cohort | Q5 | Q4 | Q3 | Q2 | Q1 | Year | Cohort | Q5 | Q4 | Q3 | Q2 | Q1 |
| **All** | 2019 | 50 | | | | | 19 | 2019 | 50 | | | | 29 | | 2019 | 0 | | | | | | 2019 | 0 | | | | | |
| **Low at KS2** | 2019 | 4 | | | | | 9 | 2019 | 4 | | | | | 10 | 2019 | 0 | | | | | | 2019 | 0 | | | | | |
| **Middle at KS2** | 2019 | 23 | | | | | 19 | 2019 | 23 | | | | 31 | | 2019 | 0 | | | | | | 2019 | 0 | | | | | |
| **High at KS2** | 2019 | 17 | | | 58 | | | 2019 | 17 | | 68 | | | | 2019 | 0 | | | | | | 2019 | 0 | | | | | |
| **Disadvantaged** | 2019 | 11 | | | | | 15 | 2019 | 11 | | | | | 19 | 2019 | 0 | | | | | | 2019 | 0 | | | | | |





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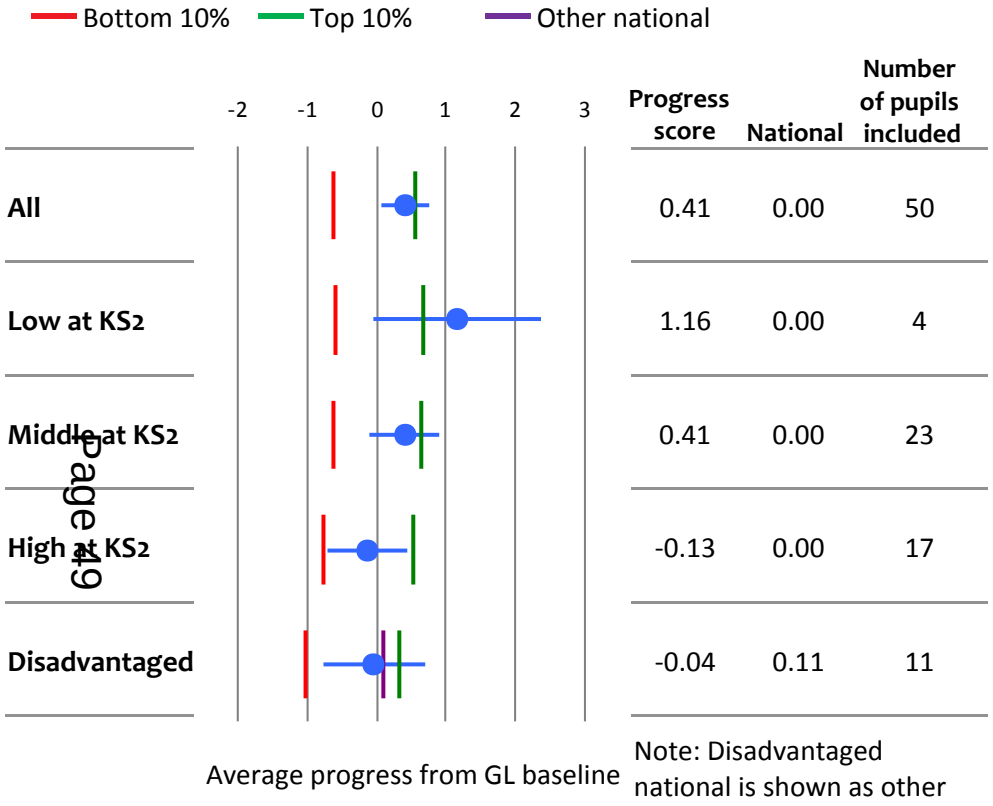
# South Bank Engineering UTC

Overall progress from average GL baseline: Year 11 - 2, Exam Year: 2019

## Overall progress from GL baseline



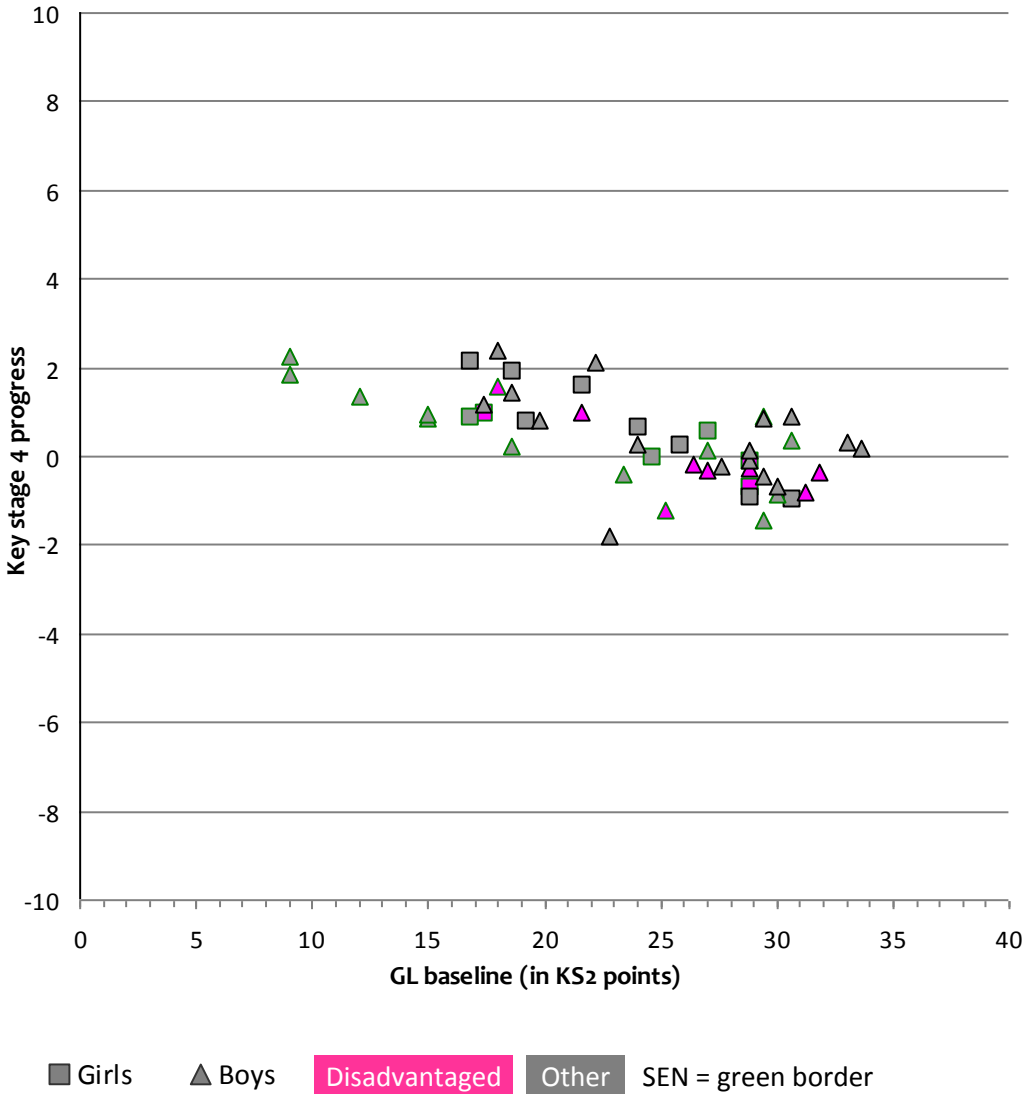

| | Progress score | National | Number of pupils included |
|---|---|---|---|
| All | 0.41 | 0.00 | 50 |
| Low at KS2 | 1.16 | 0.00 | 4 |
| Middle at KS2 | 0.41 | 0.00 | 23 |
| High at KS2 | -0.13 | 0.00 | 17 |
| Disadvantaged | -0.04 | 0.11 | 11 |

Note: Disadvantaged national is shown as other

Significantly below national and in bottom 10%

Significantly above national and in top 10%

## Overall Progress from GL baseline scatterplot





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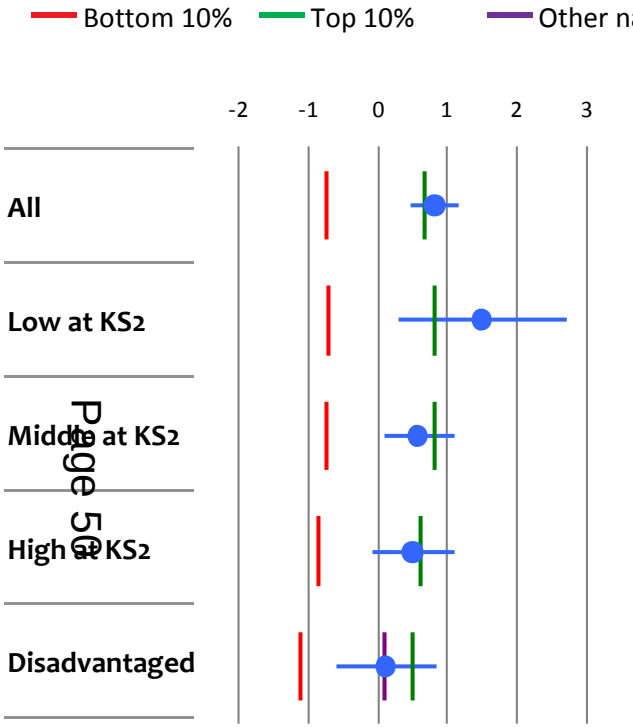
# South Bank Engineering UTC

English progress from English GL baseline: Year 11 - 2, Exam Year: 2019

## English progress from GL baseline



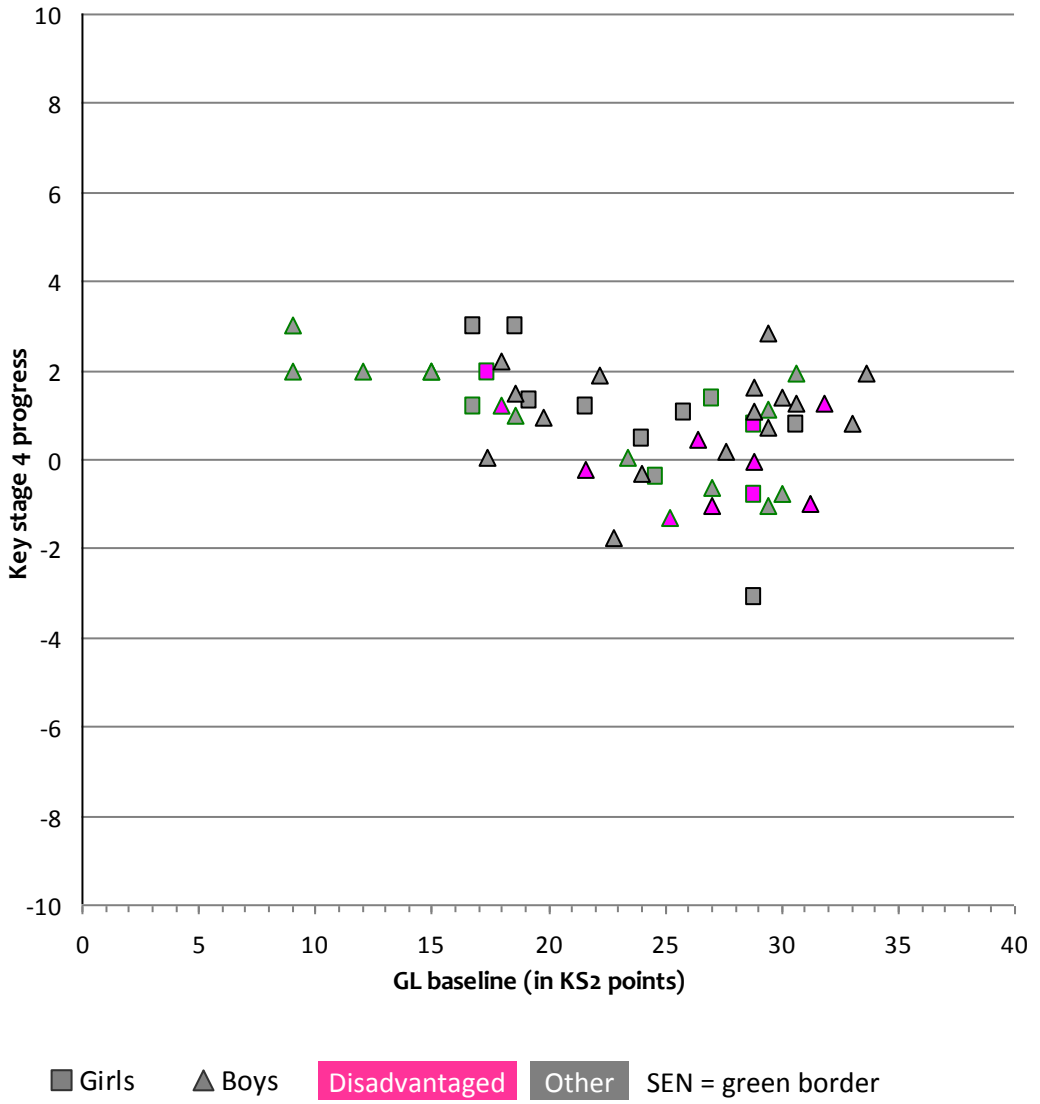

| | Progress score | National | Number of pupils included |
|---|---|---|---|
| All | 0.81 | 0.00 | 50 |
| Low at KS2 | 1.51 | 0.00 | 4 |
| Middle at KS2 | 0.60 | 0.00 | 23 |
| High at KS2 | 0.50 | 0.00 | 17 |
| Disadvantaged | 0.12 | 0.11 | 11 |

Note: Disadvantaged national is shown as other

Significantly below national and in bottom 10%

Significantly above national and in top 10%

## English progress from GL baseline scatterplot





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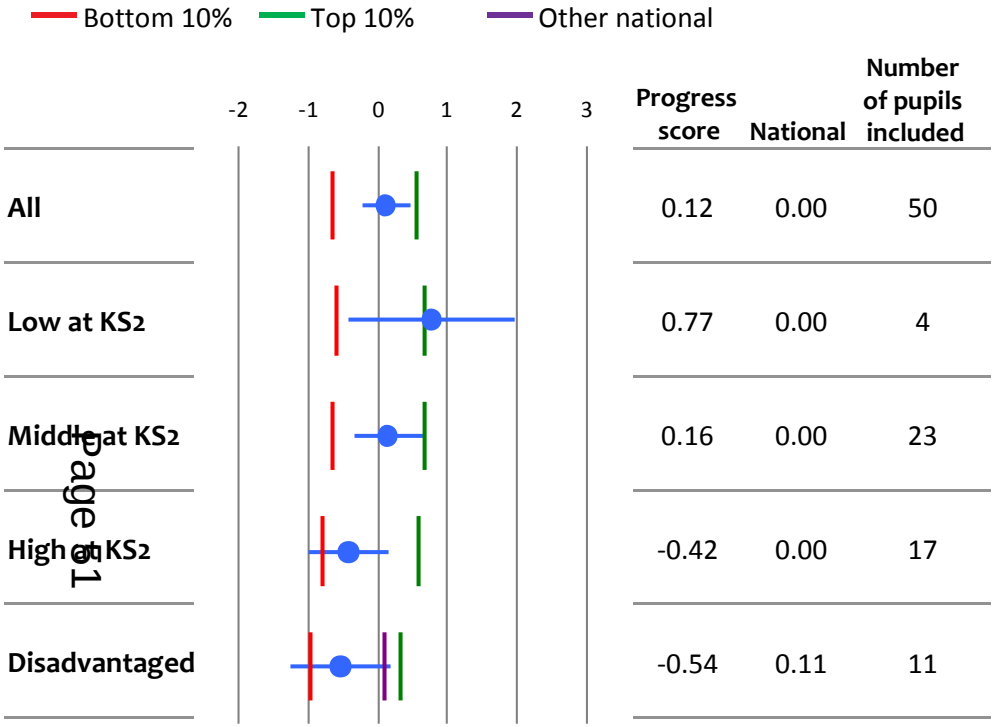
# South Bank Engineering UTC

Mathematics progress from maths GL baseline: Year 11 - 2, Exam Year: 2019

## Mathematics progress from GL baseline



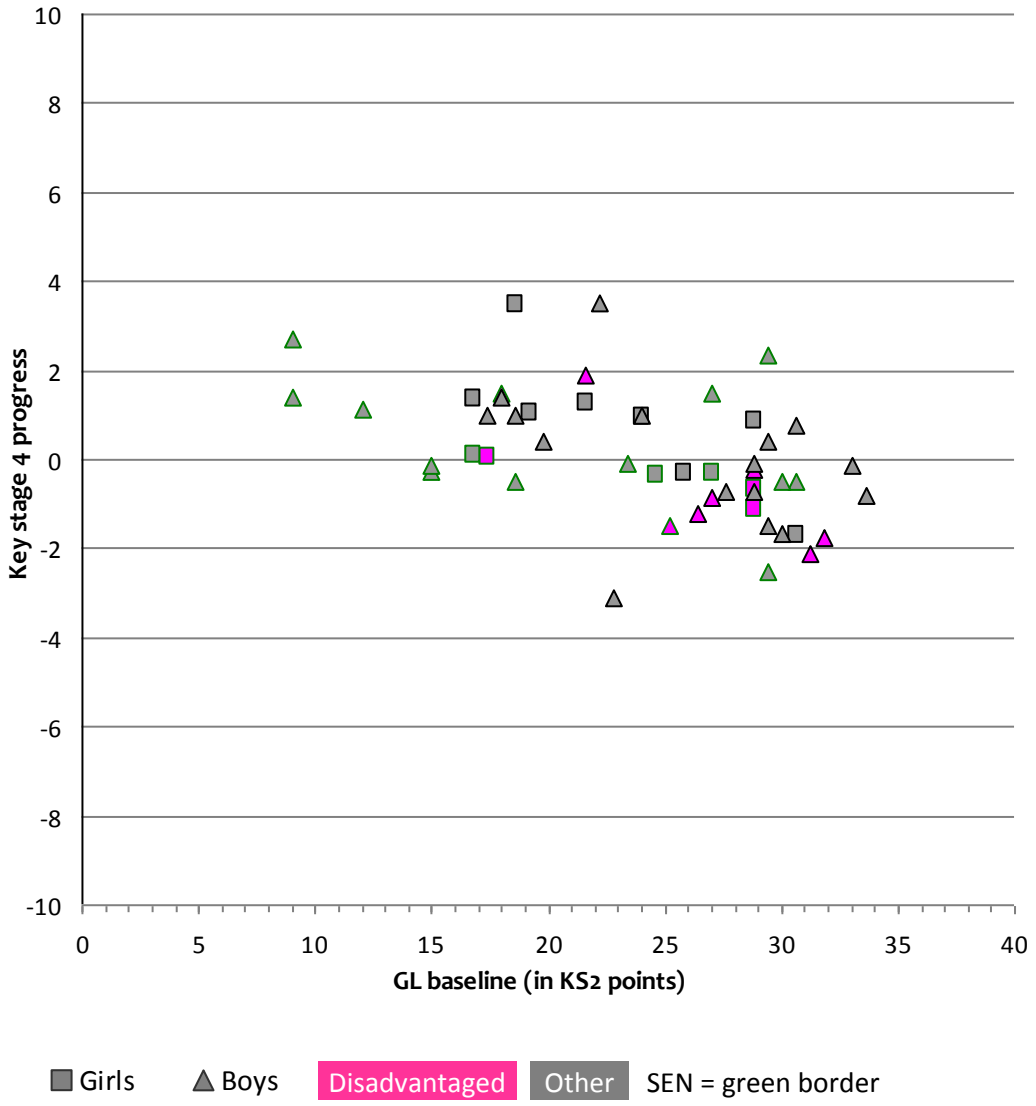

| | Progress score | National | Number of pupils included |
|---|---|---|---|
| All | 0.12 | 0.00 | 50 |
| Low at KS2 | 0.77 | 0.00 | 4 |
| Middle at KS2 | 0.16 | 0.00 | 23 |
| High at KS2 | -0.42 | 0.00 | 17 |
| Disadvantaged | -0.54 | 0.11 | 11 |

Note: Disadvantaged national is shown as other

Significantly below national and in bottom 10%

Significantly above national and in top 10%

## Mathematics progress from GL baseline scatterplot





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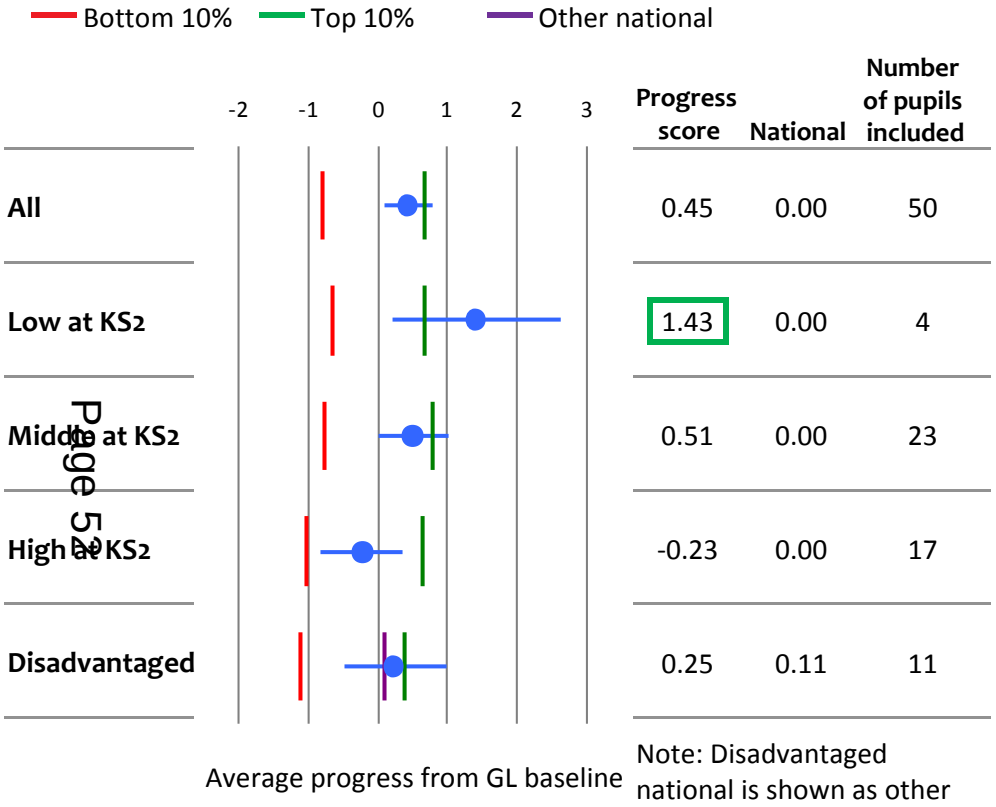
# South Bank Engineering UTC

EBacc progress from average GL baseline: Year 11 - 2, Exam Year: 2019

## EBacc progress from GL baseline



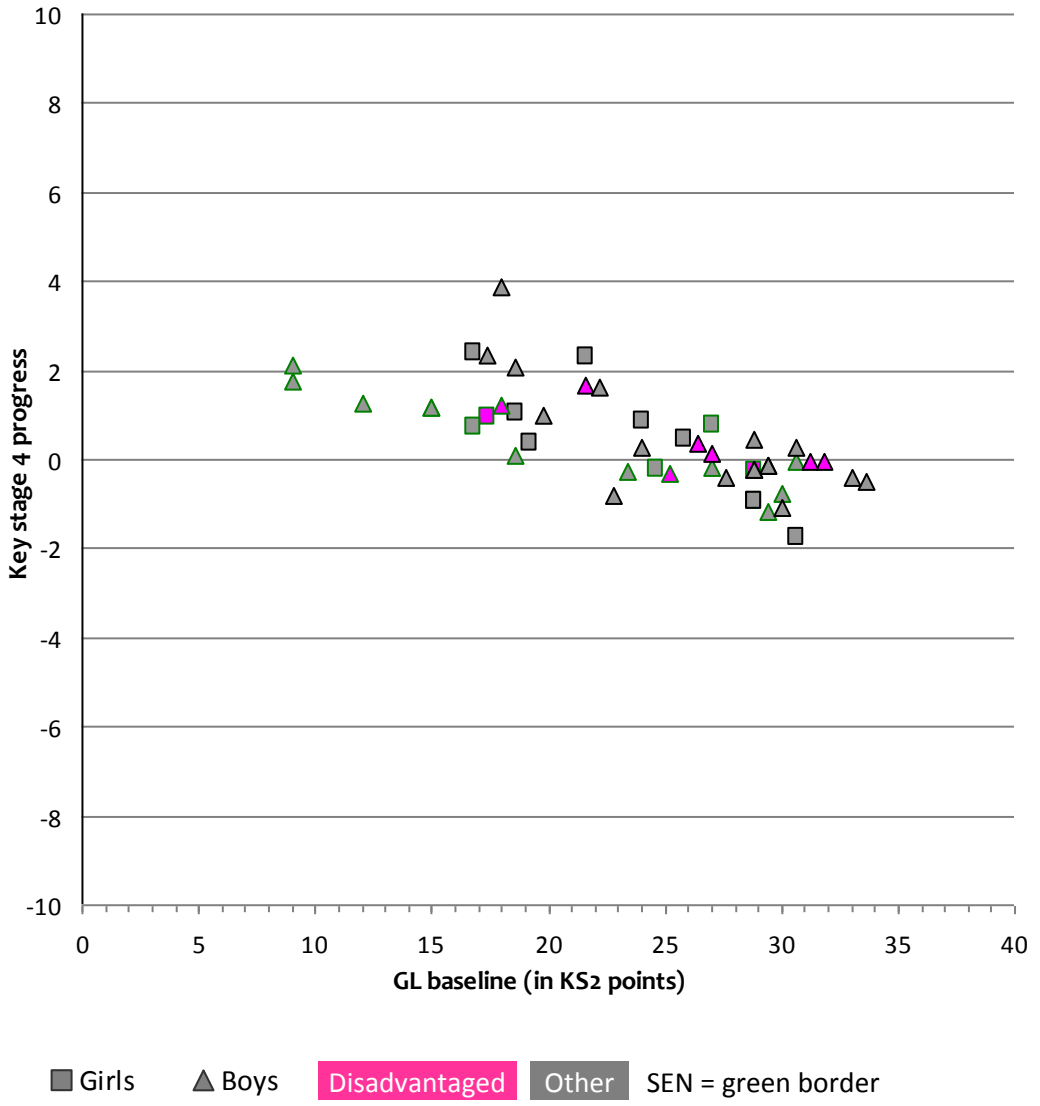

| | Progress score | National | Number of pupils included |
|---|---|---|---|
| All | 0.45 | 0.00 | 50 |
| Low at KS2 | 1.43 | 0.00 | 4 |
| Middle at KS2 | 0.51 | 0.00 | 23 |
| High at KS2 | -0.23 | 0.00 | 17 |
| Disadvantaged | 0.25 | 0.11 | 11 |

Note: Disadvantaged national is shown as other

Significantly below national and in bottom 10%

Significantly above national and in top 10%

## EBacc progress from GL baseline scatterplot





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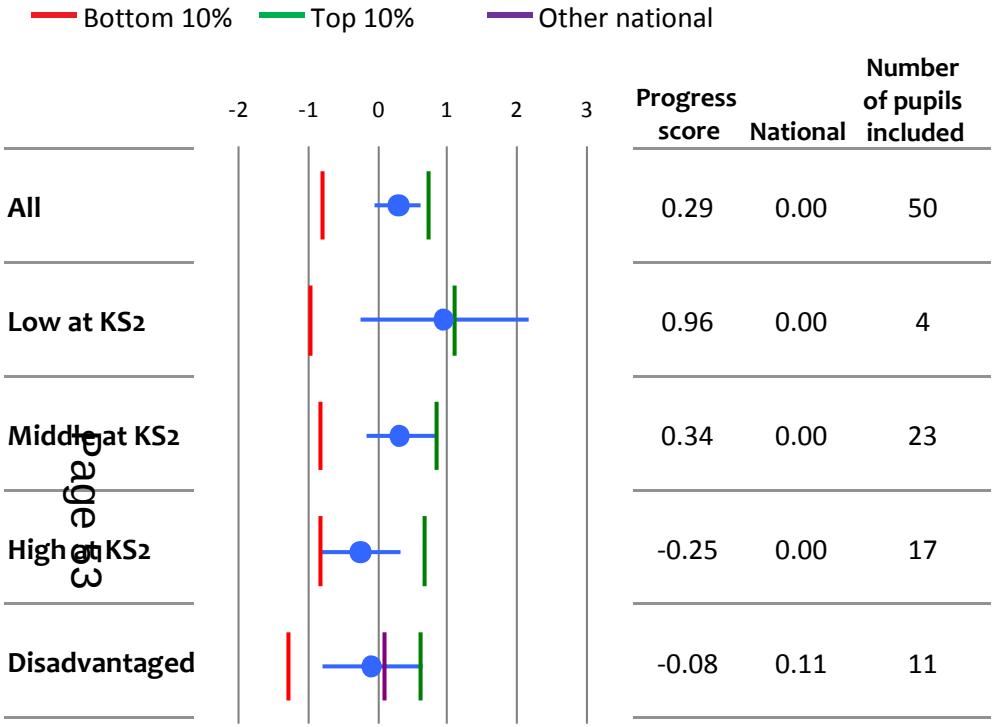
# South Bank Engineering UTC

Open progress from average GL baseline: Year 11 - 2, Exam Year: 2019

## Open progress from GL baseline



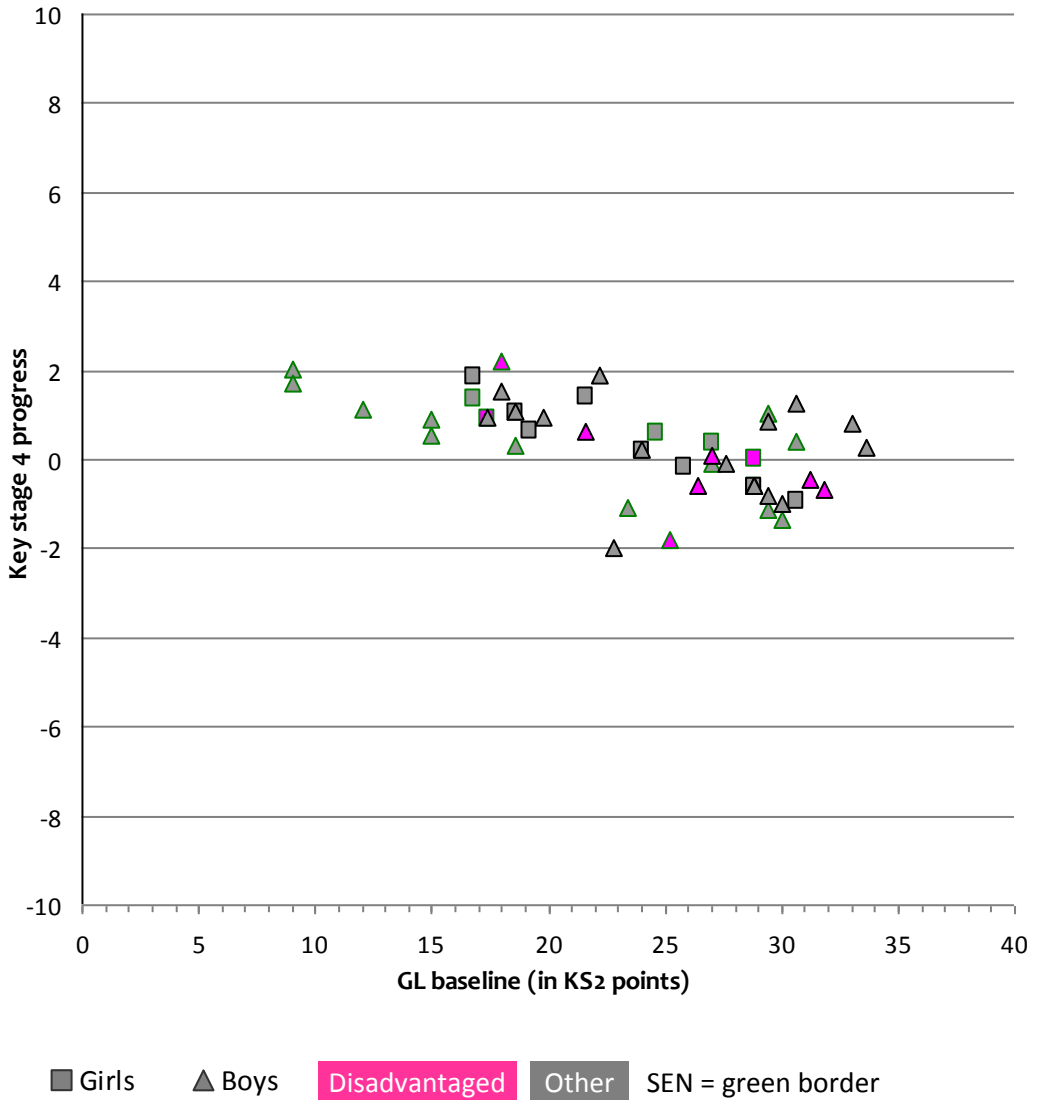

| | Progress score | National | Number of pupils included |
|---|---|---|---|
| All | 0.29 | 0.00 | 50 |
| Low at KS2 | 0.96 | 0.00 | 4 |
| Middle at KS2 | 0.34 | 0.00 | 23 |
| High at KS2 | -0.25 | 0.00 | 17 |
| Disadvantaged | -0.08 | 0.11 | 11 |

Note: Disadvantaged national is shown as other

Significantly below national and in bottom 10%

Significantly above national and in top 10%

## Open progress from GL baseline scatterplot





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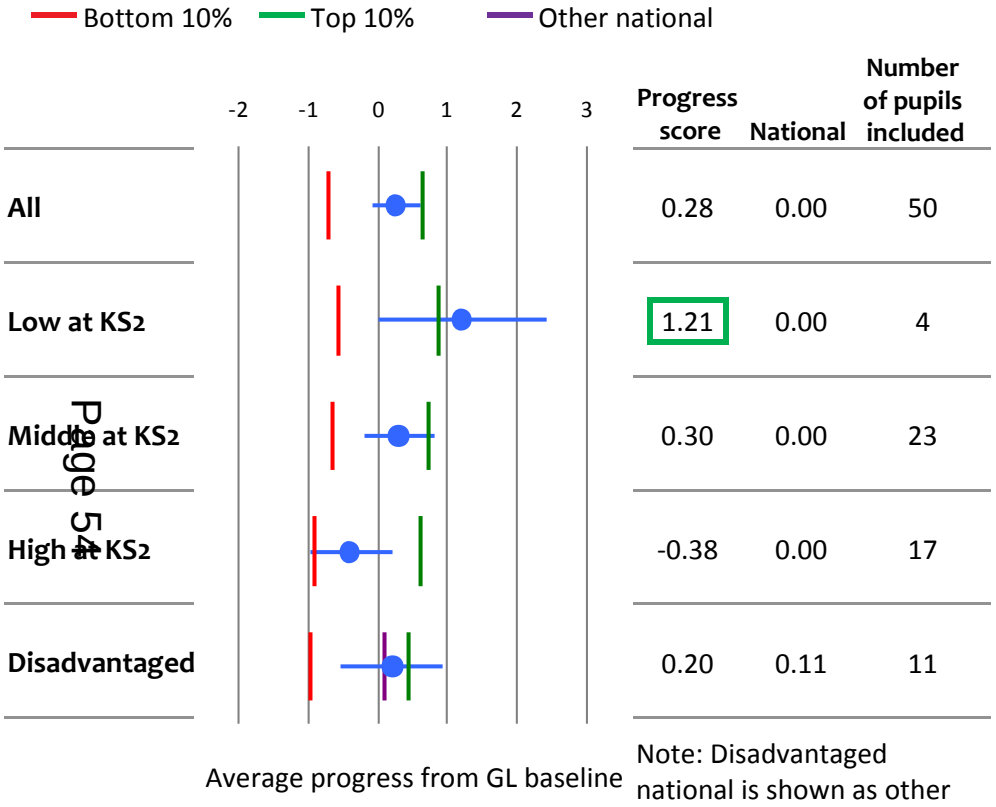
# South Bank Engineering UTC

Science progress from average GL baseline: Year 11 - 2, Exam Year: 2019

## Science progress from GL baseline



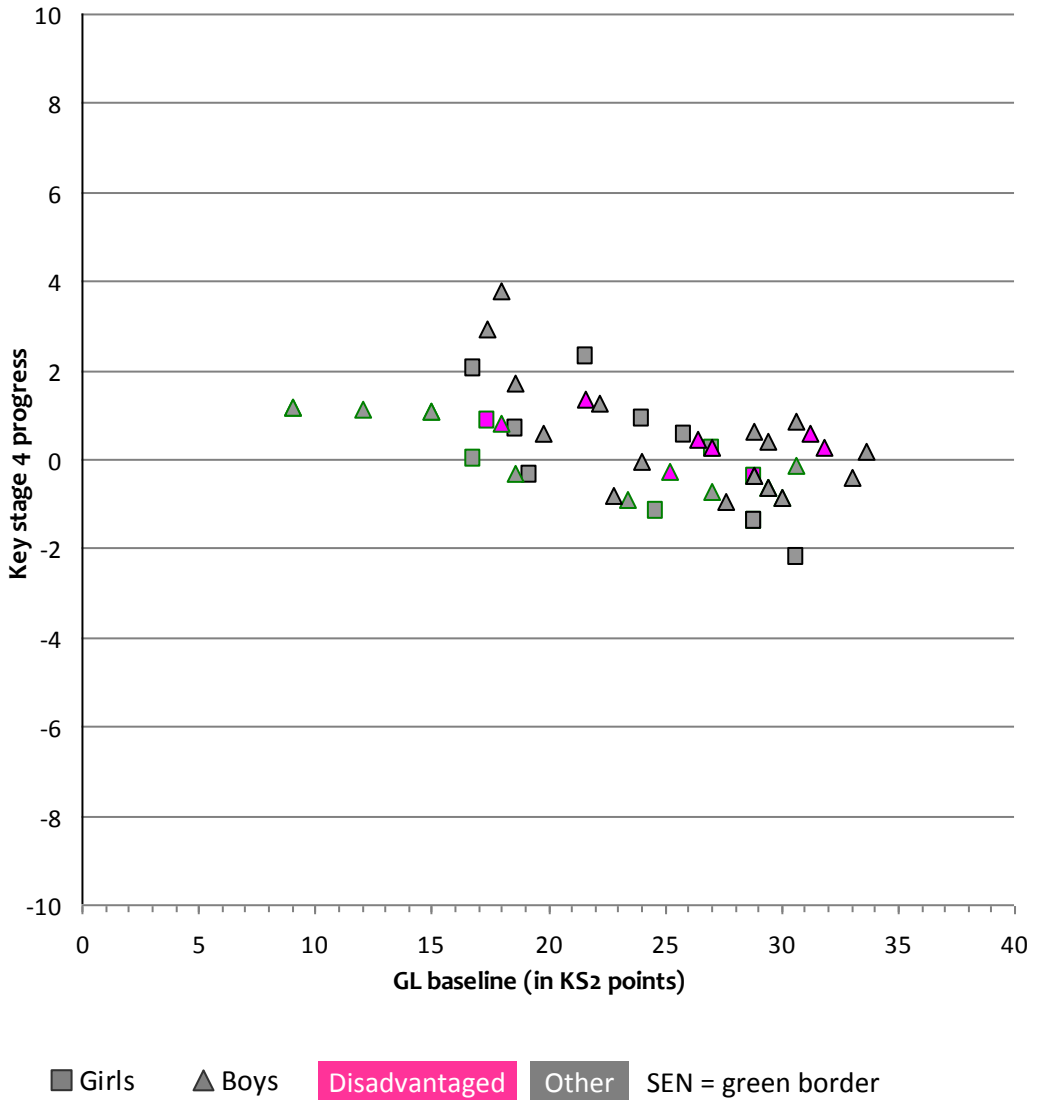

| | Progress score | National | Number of pupils included |
|---|---|---|---|
| All | 0.28 | 0.00 | 50 |
| Low at KS2 | 1.21 | 0.00 | 4 |
| Middle at KS2 | 0.30 | 0.00 | 23 |
| High at KS2 | -0.38 | 0.00 | 17 |
| Disadvantaged | 0.20 | 0.11 | 11 |

Note: Disadvantaged national is shown as other

Significantly below national and in bottom 10%

Significantly above national and in top 10%

## Science progress from GL baseline scatterplot





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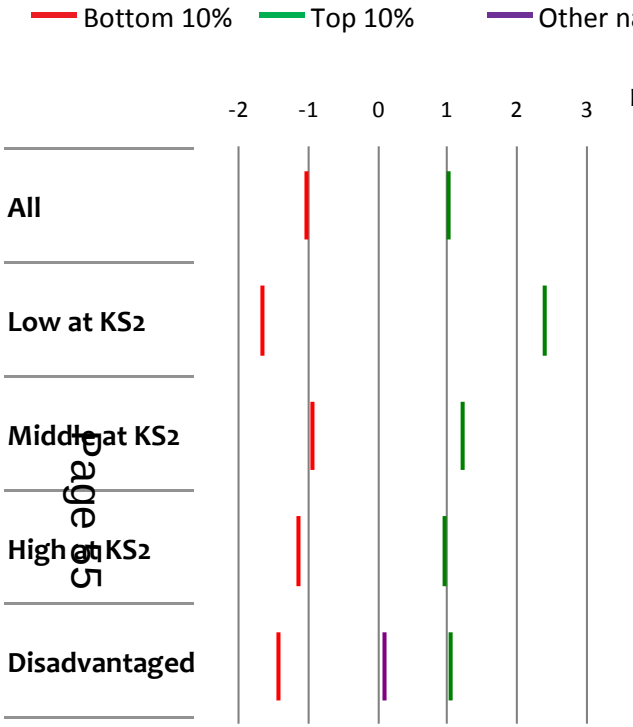
# South Bank Engineering UTC

Languages progress from average GL baseline: Year 11 - 2, Exam Year: 2019

## Languages progress from GL baseline



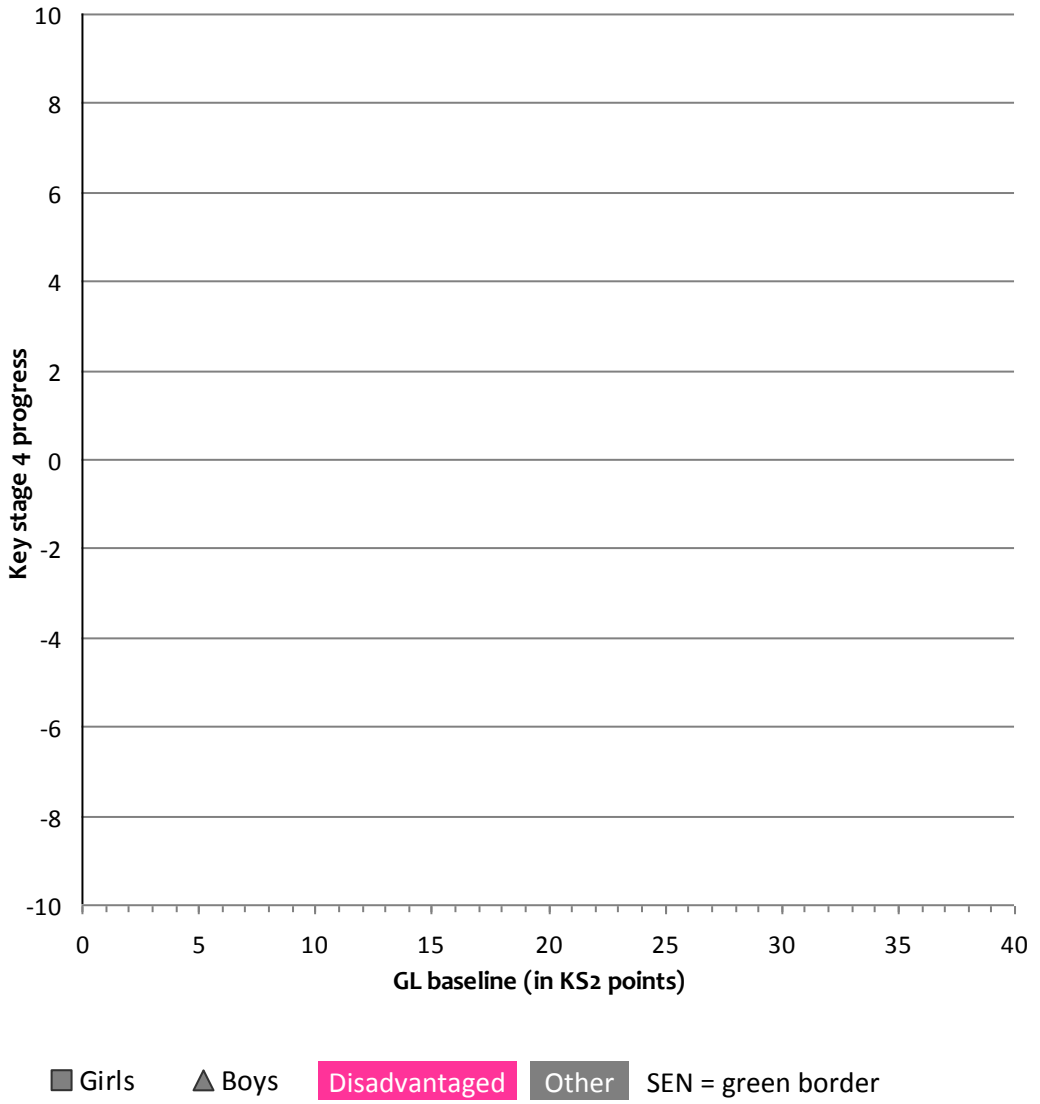

| | Progress score | National | Number of pupils included |
|---|---|---|---|
| All | | 0.00 | 0 |
| Low at KS2 | | 0.00 | 0 |
| Middle at KS2 | | 0.00 | 0 |
| High at KS2 | | 0.00 | 0 |
| Disadvantaged | | 0.11 | 0 |

Note: Disadvantaged national is shown as other

Significantly below national and in bottom 10%

Significantly above national and in top 10%

## Languages progress from GL baseline scatterplot





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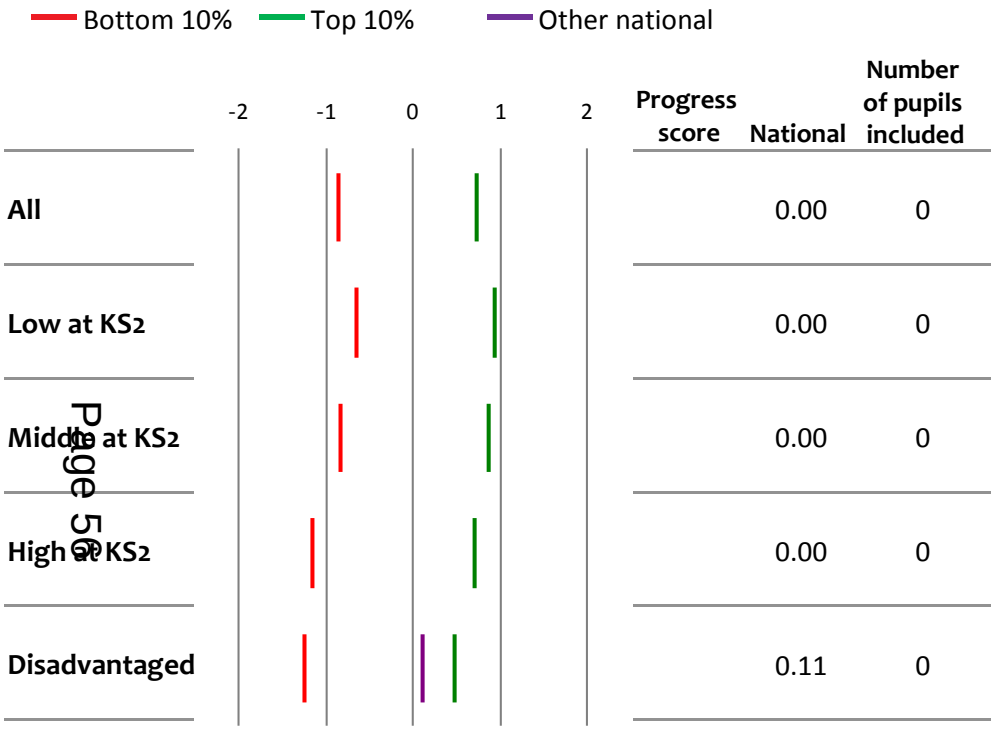
# South Bank Engineering UTC

Humanities progress from average GL baseline: Year 11 - 2, Exam Year: 2019

## Humanities progress from GL baseline



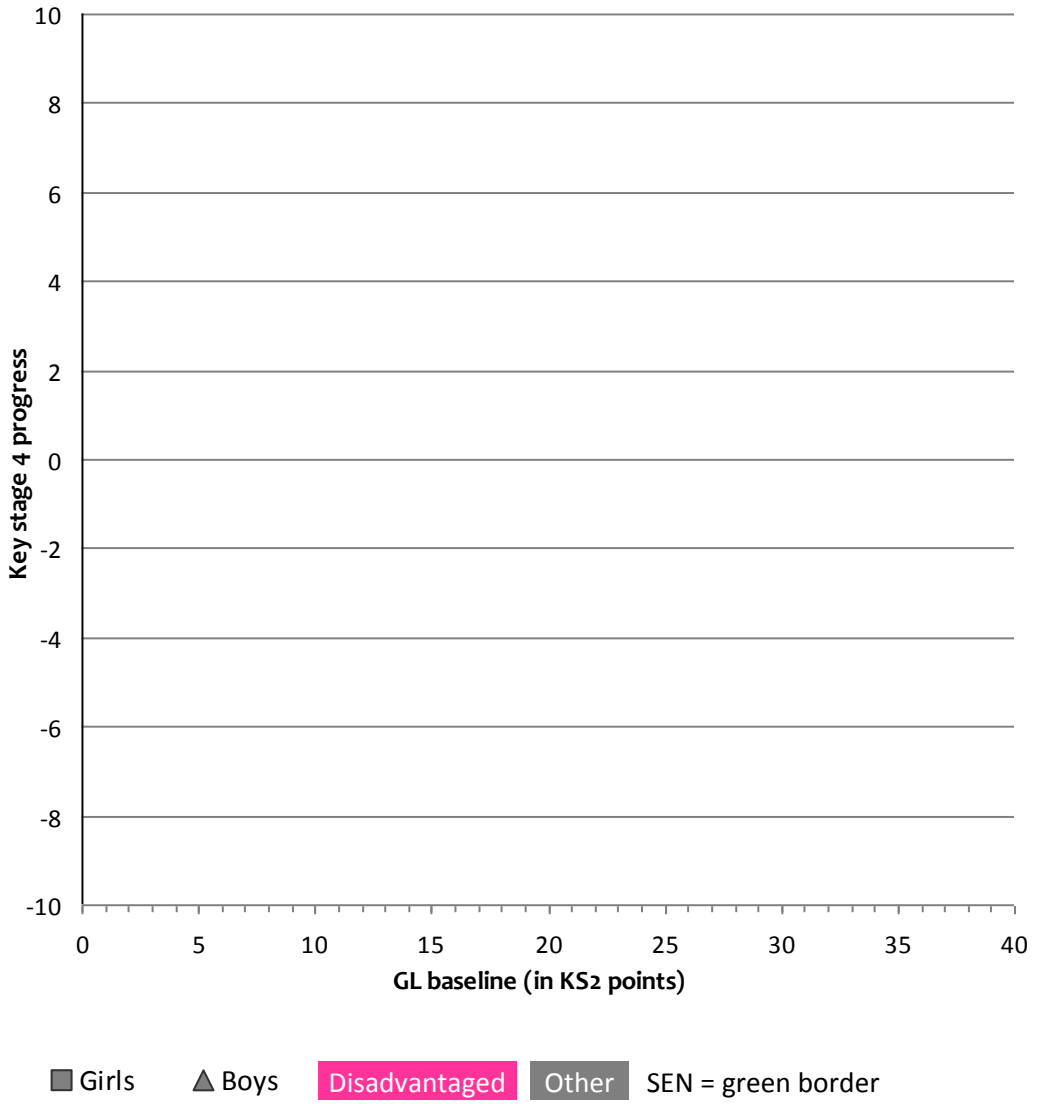

| | Progress score | National | Number of pupils included |
|---|---|---|---|
| All | | 0.00 | 0 |
| Low at KS2 | | 0.00 | 0 |
| Middle at KS2 | | 0.00 | 0 |
| High at KS2 | | 0.00 | 0 |
| Disadvantaged | | 0.11 | 0 |

Note: Disadvantaged national is shown as other

Significantly below national and in bottom 10%

Significantly above national and in top 10%

## Humanities progress from GL baseline scatterplot





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# South Bank Engineering UTC

Headline Figures - Collection Year 12 - 1, Exam Year 2020

South Bank Engineering UTC

| | This Collection | Last Collection | Last Year () | National (2017) |
|---|---|---|---|---|
| **Alevel** | | | | |
| **- Number of Entries (size 1 equivalent)** | 58 | - | - | - |
| **- Average Points** | 27.9 | - | - | ↓ 32.4 |
| **- Average Grade** | C- | - | - | C+ |
| **- Value Added (2018 benchmark)** | -0.28 | - | - | ↓ 0.00 |
| **Academic** | | | | |
| **- Number of Entries (size 1 equivalent)** | 77.5 | - | - | - |
| **- Average Points** | 26.8 | - | - | ↓ 32.7 |
| **- Average Grade** | C- | - | - | C+ |
| **- Value Added (2018 benchmark)** | -0.28 | - | - | ↓ 0.00 |
| **Applied** | | | | |
| **- Number of Entries (size 1 equivalent)** | 22 | - | - | - |
| **- Average Points** | 50.0 | - | - | ↑ 35.7 |
| **- Average Grade** | Di* | - | - | Di |
| **- Value Added (2018 benchmark)** | 1.32 | - | - | ↑ 0.00 |
| **Technical** | | | | |
| **- Number of Entries (size 1 equivalent)** | 80 | - | - | - |
| **- Average Points** | 17.6 | - | - | ↓ 32.3 |
| **- Average Grade** | P+ | - | - | Di- |
| **- Completion and Attainment (2017 benchmark)** | -1.06 | - | - | ↓ 0.00 |





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Subject Summary - Collection Year 12 - 1, Exam Year 2020

| | | This Collection | | | | Last Collection | | | Last Year (2017) | | | National (2017) | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Size | Num. stud. | APS | Avg Grd | VA (Grds) | APS | Avg Grd | VA (Grades) | APS | Avg Grd | VA (Grades) | APS | Avg Grd | VA (Grades) | |
| **Alevel** | | | | | | | | | | | | | | | |
| **Biology** | 1 | 2 | 35.0 | B- | 0.63 | - | - | - | - | - | - | 34.5 | C+ | 0.00 | ↑ |
| **Chemistry** | 1 | 11 | 30.0 | C | 0.25 | - | - | - | - | - | - | 36.5 | B- | 0.00 | → |
| **Computer Studies/Computing** | 1 | 6 | 30.0 | C | -0.09 | - | - | - | - | - | - | 29.8 | C | 0.00 | → |
| **English Literature** | 1 | 4 | 35.0 | B- | -0.08 | - | - | - | - | - | - | 36.6 | B- | 0.00 | → |
| **Mathematics** | 1 | 21 | 26.7 | C- | -0.63 | - | - | - | - | - | - | 40.2 | B | 0.00 | ↓ |
| **Physics** | 1 | 14 | 24.3 | D+ | -0.47 | - | - | - | - | - | - | 34.9 | C+ | 0.00 | ↓ |
| **Other Academic Qualifications** | | | | | | | | | | | | | | | |
| **Mathematical Studies** | 0.5 | 39 | 23.3 | D+ | -0.27 | - | - | - | - | - | - | 23.0 | D+ | 0.00 | ↓ |
| **Applied General** | | | | | | | | | | | | | | | |
| **Engineering Studies** | 1 | 22 | 50.0 | Di* | 1.32 | - | - | - | - | - | - | - | - | 0.00 | ↑ |



| | | This Collection | | | | Last Collection | | | Last Year (2017) | | | National (2017) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Size | Num. stud. | APS | Avg Grd | CA (Grds) | APS | Avg Grd | CA (Grades) | APS | Avg Grd | CA (Grades) | APS | Avg Grd | CA (Grades) |
| **Technical** | | | | | | | | | | | | | | |
| **Engineering Studies** | 2 | 40 | 17.6 | P+ | -1.06 | - | - | - | - | - | - | 32.5 | Di- | 0.00 ↓ |



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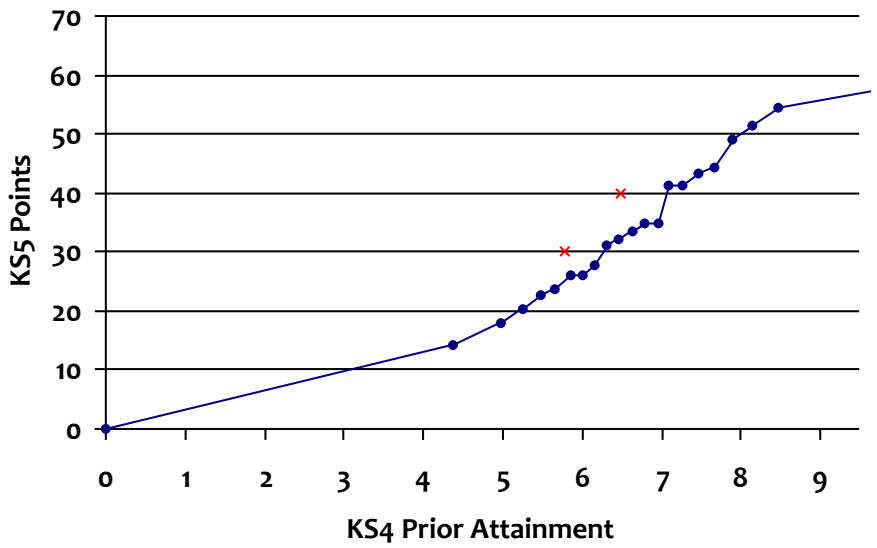
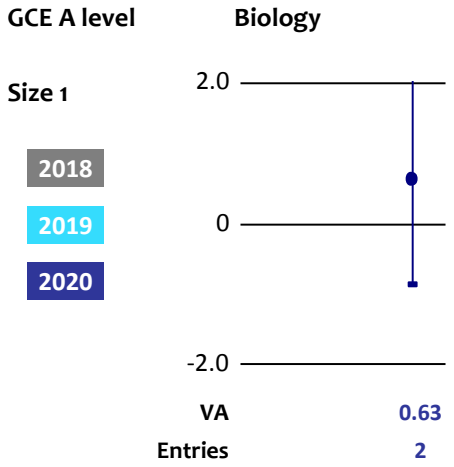
GCE A level Biology, Level 3 Value Added, Collection Year 12 - 1, Exam Year 2020

| Grade | Points | No. of Students | Total Points |
|---|---|---|---|
| A* | 60 | 0 | |
| A | 50 | 0 | |
| B | 40 | 1 | 40 |
| C | 30 | 1 | 30 |
| D | 20 | 0 | |
| E | 10 | 0 | |
| U | 0 | 0 | |

**Total Points Achieved = 70**




**Value Added Trend:**




**Value Added (grades):**

$$= \frac{70 - 57}{2 \times 1 \times 10}$$

$$= \mathbf{0.63}$$

| Prior Attainment Grade | <4 | 4-5.5 | 5.5-7 | 7+ |
|---|---|---|---|---|
| Number of Students | 0 | 0 | 2 | 0 |
| Average Estimated Points | | | 29 | |
| Average Estimated Grade | | | C | |
| Total Estimated Points | | | 57 | |

**Total Points Needed = 57**

| | No. of Stud. | Ave Points | Ave Grade | Value Added |
|---|---|---|---|---|
| All Students | 2 | 35 | B- | 0.6 |
| Male | 1 | 30 | C | 0.5 |
| Female | 1 | 40 | B | 0.8 |
| Disadvantaged | 1 | 40 | B | 0.8 |
| Non-Disadv. | 1 | 30 | C | 0.5 |
| KS4: 5.5 - 7 | 2 | 35 | B- | 0.6 |

**Q1**

Value added quintiles displaying percentile rank (1-100 where 1 is the top percentile)

| Q5 | Q4 | Q3 | Q2 | Q1 |
|---|---|---|---|---|
| | | | | 9 |





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# South Bank Engineering UTC

GCE A level Biology, Level 3 Value Added, Collection Year 12 - 1, Exam Year 2020

| | This Collection | | | | Last Collection | | | Last Year (2017) | | | National (2017) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Num. stud. | APS | Avg Grd | VA (Grds) | APS | Avg Grd | VA (Grades) | APS | Avg Grd | VA (Grades) | APS | Avg Grd | VA (Grades) |
| **All Students** | 2 | 35.0 | B- | 0.63 | - | - | - | - | - | - | 34.5 | C+ | 0.00 |
| **Male** | 1 | 30.0 | C | 0.48 | - | - | - | - | - | - | - | - | - |
| **Female** | 1 | 40.0 | B | 0.77 | - | - | - | - | - | - | - | - | - |
| **Disadvantaged** | 1 | 40.0 | B | 0.77 | - | - | - | - | - | - | - | - | - |
| **Non-Disadv.** | 1 | 30.0 | C | 0.48 | - | - | - | - | - | - | - | - | - |
| **KS4: < 4** | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **KS4: 4 - 5.5** | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **KS4: 5.5 - 7** | 2 | 35.0 | B- | 0.63 | - | - | - | - | - | - | - | - | - |
| **KS4: 7+** | - | - | - | - | - | - | - | - | - | - | - | - | - |

| Surname | Forename | Gen | Disad. | PA | Grd | Pts | VA |
|---|---|---|---|---|---|---|---|
| Blagg | Monty | M | N | 5.8 | C | 30 | 0.5 |
| Pino | Daniella | F | Y | 6.5 | B | 40 | 0.8 |

| Surname | Forename | Gen | Disad. | PA | Grd | Pts | VA |
|---|---|---|---|---|---|---|---|

| Surname | Forename | Gen | Disad. | PA | Grd | Pts | VA |
|---|---|---|---|---|---|---|---|





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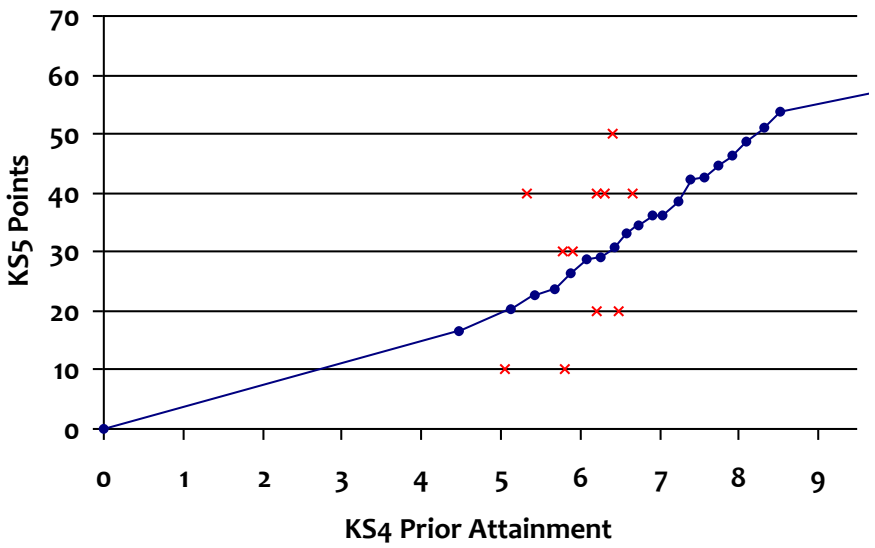
# South Bank Engineering UTC

GCE A level Chemistry, Level 3 Value Added, Collection Year 12 - 1, Exam Year 2020

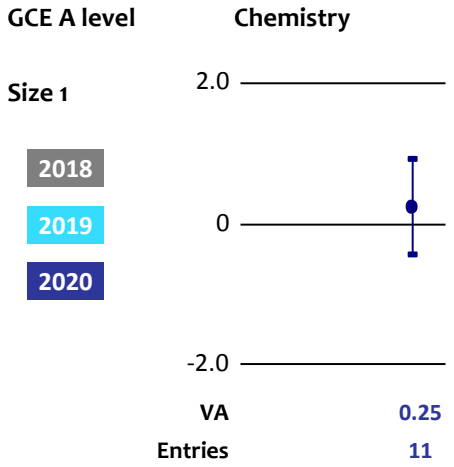
South Bank Engineering UTC

| Grade | Points | No. of Students | Total Points |
|---|---|---|---|
| A* | 60 | 0 | |
| A | 50 | 1 | 50 |
| B | 40 | 4 | 160 |
| C | 30 | 2 | 60 |
| D | 20 | 2 | 40 |
| E | 10 | 2 | 20 |
| U | 0 | 0 | |

**Total Points Achieved = 330**




**Value Added Trend:**




**Value Added (grades):**

$$\frac{\text{Tot Pts Achieved - Tot Pts Needed}}{\text{Number of Students x Size x 10}}$$

$$= \frac{330 - 303}{11 \times 1 \times 10}$$

$$= \boxed{0.25}$$

| Prior Attainment Grade | <4 | 4-5.5 | 5.5-7 | 7+ |
|---|---|---|---|---|
| Number of Students | 0 | 2 | 9 | 0 |
| Average Estimated Points | | 21 | 29 | |
| Average Estimated Grade | | D | C | |
| Total Estimated Points | | 42 | 260 | |

**Total Points Needed = 303**

| | No. of Stud. | Ave Points | Ave Grade | Value Added |
|---|---|---|---|---|
| All Students | 11 | 30 | C | 0.2 |
| Male | 8 | 33 | C+ | 0.5 |
| Female | 3 | 23 | D+ | -0.5 |
| Disadvantaged | 4 | 38 | B- | 0.8 |
| Non-Disadv. | 7 | 26 | C- | -0.1 |
| KS4: 4 - 5.5 | 2 | 25 | C- | 0.4 |
| KS4: 5.5 - 7 | 9 | 31 | C | 0.2 |

**Q2**

Value added quintiles displaying percentile rank (1-100 where 1 is the top percentile)

University Technical Colleges

Baker Dearing Educational Trust

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# South Bank Engineering UTC

GCE A level Chemistry, Level 3 Value Added, Collection Year 12 - 1, Exam Year 2020

| | This Collection | | | | Last Collection | | | Last Year (2017) | | | National (2017) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Num. stud. | APS | Avg Grd | VA (Grds) | APS | Avg Grd | VA (Grades) | APS | Avg Grd | VA (Grades) | APS | Avg Grd | VA (Grades) |
| **All Students** | 11 | 30.0 | C | 0.25 | - | - | - | - | - | - | 36.5 | B- | 0.00 |
| **Male** | 8 | 32.5 | C+ | 0.55 | - | - | - | - | - | - | - | - | - |
| **Female** | 3 | 23.3 | D+ | -0.55 | - | - | - | - | - | - | - | - | - |
| **Disadvantaged** | 4 | 37.5 | B- | 0.80 | - | - | - | - | - | - | - | - | - |
| **Non-Disadv.** | 7 | 25.7 | C- | -0.07 | - | - | - | - | - | - | - | - | - |
| **KS4: < 4** | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **KS4: 4 - 5.5** | 2 | 25.0 | C- | 0.40 | - | - | - | - | - | - | - | - | - |
| **KS4: 5.5 - 7** | 9 | 31.1 | C | 0.22 | - | - | - | - | - | - | - | - | - |
| **KS4: 7+** | - | - | - | - | - | - | - | - | - | - | - | - | - |

| Surname | Forename | Gen | Disad. | PA | Grd | Pts | VA |
|---|---|---|---|---|---|---|---|
| Amisten | Benjamin | M | N | 6.2 | B | 40 | 1.1 |
| Anosike | Kelechi | M | N | 5.9 | C | 30 | 0.3 |
| Blagg | Monty | M | N | 5.8 | C | 30 | 0.5 |
| Edwards-Brow | Sheyann | F | N | 5.8 | E | 10 | -1.5 |
| Louis | Kayla | F | N | 6.3 | B | 40 | 1.0 |
| Morris | Justin | M | N | 5.1 | E | 10 | -1.0 |
| Nelson | Ricarnaye | M | Y | 6.4 | A | 50 | 1.9 |
| Okwu-Kanu | Nnaemeka | M | Y | 5.3 | B | 40 | 1.8 |
| Pino | Daniella | F | Y | 6.5 | D | 20 | -1.2 |
| Ridge | Rhys | M | N | 6.2 | D | 20 | -0.9 |
| Witter | Nathan | M | Y | 6.7 | B | 40 | 0.6 |

| Surname | Forename | Gen | Disad. | PA | Grd | Pts | VA |
|---|---|---|---|---|---|---|---|

| Surname | Forename | Gen | Disad. | PA | Grd | Pts | VA |
|---|---|---|---|---|---|---|---|





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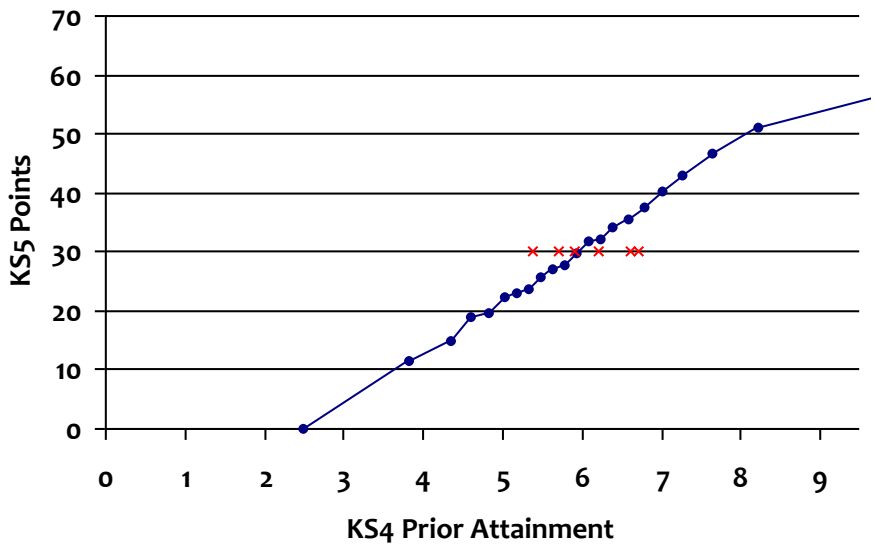
# South Bank Engineering UTC

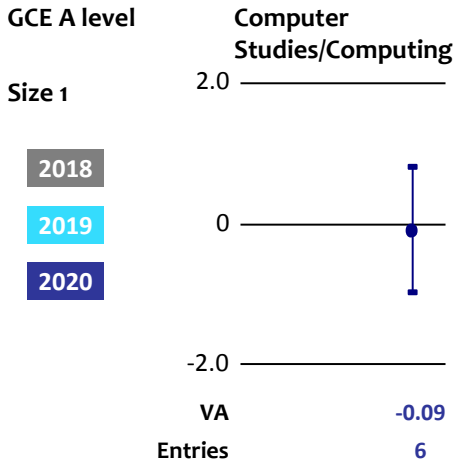
GCE A level Computer Studies/Computing, Level 3 Value Added, Collection Year 12 - 1, Exam Year 2020

| Grade | Points | No. of Students | Total Points |
|---|---|---|---|
| A* | 60 | 0 | |
| A | 50 | 0 | |
| B | 40 | 0 | |
| C | 30 | 6 | 180 |
| D | 20 | 0 | |
| E | 10 | 0 | |
| U | 0 | 0 | |

**Total Points Achieved = 180**




**Value Added Trend:**




**Value Added (grades):**

$$\frac{\text{Tot Pts Achieved - Tot Pts Needed}}{\text{Number of Students x Size x 10}}$$

$$= \frac{180 - 185}{6 \times 1 \times 10}$$

$$= \boxed{-0.09}$$

| Prior Attainment Grade | <4 | 4-5.5 | 5.5-7 | 7+ |
|---|---|---|---|---|
| Number of Students | 0 | 1 | 5 | 0 |
| Average Estimated Points | | 24 | 32 | |
| Average Estimated Grade | | D+ | C+ | |
| Total Estimated Points | | 24 | 161 | |

**Total Points Needed = 185**

| | No. of Stud. | Ave Points | Ave Grade | Value Added |
|---|---|---|---|---|
| All Students | 6 | 30 | C | -0.1 |
| Male | 6 | 30 | C | -0.1 |
| Disadvantaged | 2 | 30 | C | -0.2 |
| Non-Disadv. | 4 | 30 | C | -0.1 |
| KS4: 4 - 5.5 | 1 | 30 | C | 0.6 |
| KS4: 5.5 - 7 | 5 | 30 | C | -0.2 |

**Q3**

Value added quintiles displaying percentile rank (1-100 where 1 is the top percentile)

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Baker Dearing Educational Trust
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# South Bank Engineering UTC

GCE A level Computer Studies/Computing, Level 3 Value Added, Collection Year 12 - 1, Exam Year 2020

| | This Collection | | | | Last Collection | | | Last Year (2017) | | | National (2017) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Num. stud. | APS | Avg Grd | VA (Grds) | APS | Avg Grd | VA (Grades) | APS | Avg Grd | VA (Grades) | APS | Avg Grd | VA (Grades) |
| **All Students** | 6 | 30.0 | C | -0.09 | - | - | - | - | - | - | 29.8 | C | 0.00 |
| **Male** | 6 | 30.0 | C | -0.09 | - | - | - | - | - | - | - | - | - |
| **Female** | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Disadvantaged** | 2 | 30.0 | C | -0.16 | - | - | - | - | - | - | - | - | - |
| **Non-Disadv.** | 4 | 30.0 | C | -0.06 | - | - | - | - | - | - | - | - | - |
| **KS4: < 4** | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **KS4: 4 - 5.5** | 1 | 30.0 | C | 0.58 | - | - | - | - | - | - | - | - | - |
| **KS4: 5.5 - 7** | 5 | 30.0 | C | -0.23 | - | - | - | - | - | - | - | - | - |
| **KS4: 7+** | - | - | - | - | - | - | - | - | - | - | - | - | - |

| Surname | Forename | Gen | Disad. | PA | Grd | Pts | VA |
|---|---|---|---|---|---|---|---|
| Ahmad | Shazib | M | Y | 5.7 | C | 30 | 0.3 |
| Famakinwa | Sanmi | M | N | 6.2 | C | 30 | -0.2 |
| Graham | Dre | M | N | 5.4 | C | 30 | 0.6 |
| Morris | Ethan | M | N | 5.9 | C | 30 | 0.1 |
| Rirache | Ibrahim | M | Y | 6.6 | C | 30 | -0.6 |
| Thomas | Tyler-Joel | M | N | 6.7 | C | 30 | -0.7 |

| Surname | Forename | Gen | Disad. | PA | Grd | Pts | VA |
|---|---|---|---|---|---|---|---|

| Surname | Forename | Gen | Disad. | PA | Grd | Pts | VA |
|---|---|---|---|---|---|---|---|





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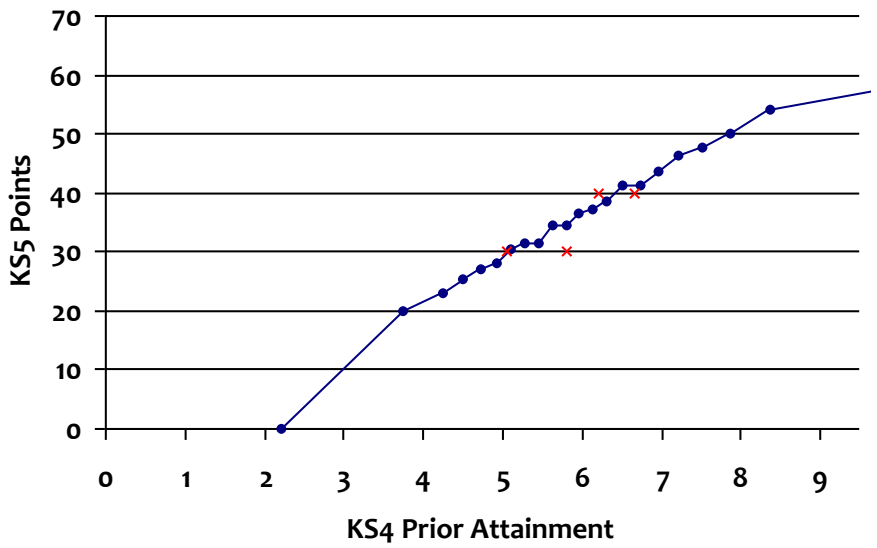
# South Bank Engineering UTC

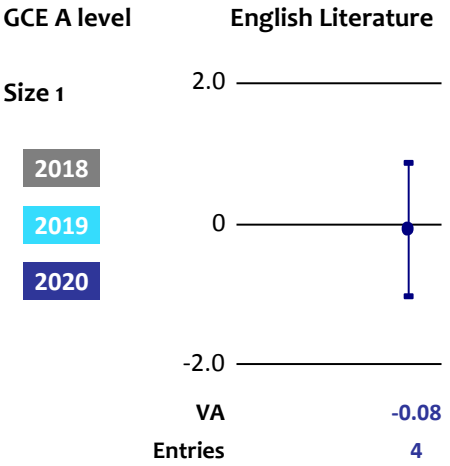
GCE A level English Literature, Level 3 Value Added, Collection Year 12 - 1, Exam Year 2020

| Grade | Points | No. of Students | Total Points |
|---|---|---|---|
| A* | 60 | 0 | |
| A | 50 | 0 | |
| B | 40 | 2 | 80 |
| C | 30 | 2 | 60 |
| D | 20 | 0 | |
| E | 10 | 0 | |
| U | 0 | 0 | |

**Total Points Achieved = 140**




**Value Added Trend:**




**Value Added (grades):**

$$\frac{\text{Tot Pts Achieved - Tot Pts Needed}}{\text{Number of Students x Size x 10}}$$

$$= \frac{140 - 143}{4 \times 1 \times 10}$$

$$= \mathbf{-0.08}$$

| Prior Attainment Grade | <4 | 4-5.5 | 5.5-7 | 7+ |
|---|---|---|---|---|
| Number of Students | 0 | 1 | 3 | 0 |
| Average Estimated Points | | 30 | 38 | |
| Average Estimated Grade | | C | B- | |
| Total Estimated Points | | 30 | 114 | |

**Total Points Needed = 143**

| | No. of Stud. | Ave Points | Ave Grade | Value Added |
|---|---|---|---|---|
| All Students | 4 | 35 | B- | -0.1 |
| Male | 3 | 37 | B- | 0.0 |
| Female | 1 | 30 | C | -0.5 |
| Disadvantaged | 1 | 40 | B | -0.1 |
| Non-Disadv. | 3 | 33 | C+ | -0.1 |
| KS4: 4 - 5.5 | 1 | 30 | C | 0.0 |
| KS4: 5.5 - 7 | 3 | 37 | B- | -0.1 |

**Q3**

Value added quintiles displaying percentile rank (1-100 where 1 is the top percentile)

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# South Bank Engineering UTC

GCE A level English Literature, Level 3 Value Added, Collection Year 12 - 1, Exam Year 2020

| | This Collection | | | | Last Collection | | | Last Year (2017) | | | National (2017) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Num. stud. | APS | Avg Grd | VA (Grds) | APS | Avg Grd | VA (Grades) | APS | Avg Grd | VA (Grades) | APS | Avg Grd | VA (Grades) |
| **All Students** | 4 | 35.0 | B- | -0.08 | - | - | - | - | - | - | 36.6 | B- | 0.00 |
| **Male** | 3 | 36.7 | B- | 0.05 | - | - | - | - | - | - | - | - | - |
| **Female** | 1 | 30.0 | C | -0.47 | - | - | - | - | - | - | - | - | - |
| **Disadvantaged** | 1 | 40.0 | B | -0.13 | - | - | - | - | - | - | - | - | - |
| **Non-Disadv.** | 3 | 33.3 | C+ | -0.07 | - | - | - | - | - | - | - | - | - |
| **KS4: < 4** | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **KS4: 4 - 5.5** | 1 | 30.0 | C | 0.02 | - | - | - | - | - | - | - | - | - |
| **KS4: 5.5 - 7** | 3 | 36.7 | B- | -0.12 | - | - | - | - | - | - | - | - | - |
| **KS4: 7+** | - | - | - | - | - | - | - | - | - | - | - | - | - |

| Surname | Forename | Gen | Disad. | PA | Grd | Pts | VA |
|---|---|---|---|---|---|---|---|
| Edwards-Brow | Sheyann | F | N | 5.8 | C | 30 | -0.5 |
| Famakinwa | Sanmi | M | N | 6.2 | B | 40 | 0.2 |
| Morris | Justin | M | N | 5.1 | C | 30 | 0.0 |
| Witter | Nathan | M | Y | 6.7 | B | 40 | -0.1 |

| Surname | Forename | Gen | Disad. | PA | Grd | Pts | VA |
|---|---|---|---|---|---|---|---|

| Surname | Forename | Gen | Disad. | PA | Grd | Pts | VA |
|---|---|---|---|---|---|---|---|





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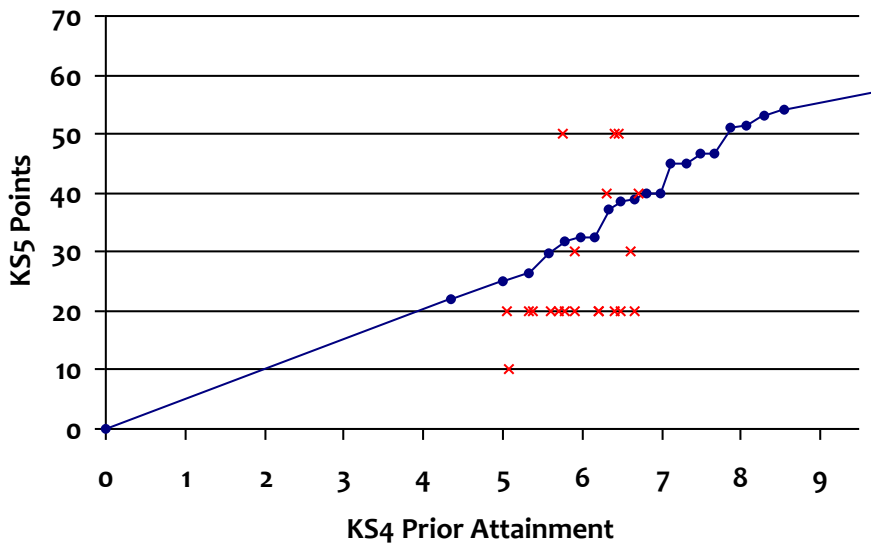
# South Bank Engineering UTC

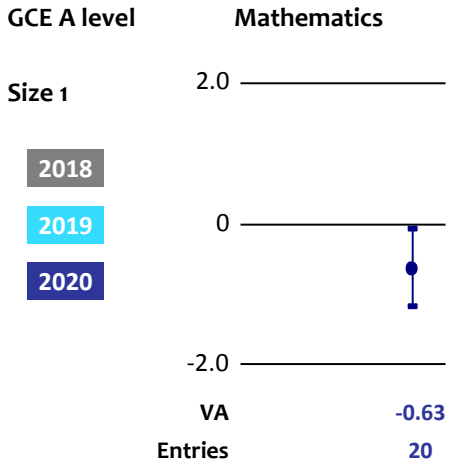
GCE A level Mathematics, Level 3 Value Added, Collection Year 12 - 1, Exam Year 2020

| Grade | Points | No. of Students | Total Points |
|---|---|---|---|
| A* | 60 | 0 | |
| A | 50 | 3 | 150 |
| B | 40 | 2 | 80 |
| C | 30 | 2 | 60 |
| D | 20 | 12 | 240 |
| E | 10 | 1 | 10 |
| U | 0 | 0 | |

**Total Points Achieved = 540**




**Value Added Trend:**




**Value Added (grades):**

$$\frac{\text{Tot Pts Achieved - Tot Pts Needed}}{\text{Number of Students x Size x 10}}$$

$$= \frac{540 - 666}{20 \times 1 \times 10}$$

$$= \boxed{-0.63}$$

| Prior Attainment Grade | <4 | 4-5.5 | 5.5-7 | 7+ |
|---|---|---|---|---|
| Number of Students | 0 | 4 | 16 | 0 |
| Average Estimated Points | | 26 | 35 | |
| Average Estimated Grade | | C- | B- | |
| Total Estimated Points | | 104 | 562 | |

**Total Points Needed = 666**

| | No. of Stud. | Ave Points | Ave Grade | Value Added |
|---|---|---|---|---|
| All Students | 20 | 27 | C- | -0.6 |
| Male | 17 | 28 | C- | -0.6 |
| Female | 3 | 23 | D+ | -1.0 |
| Disadvantaged | 6 | 22 | D+ | -1.4 |
| Non-Disadv. | 14 | 29 | C | -0.3 |
| KS4: 4 - 5.5 | 4 | 18 | D- | -0.9 |
| KS4: 5.5 - 7 | 16 | 29 | C | -0.6 |

**Q5**

Value added quintiles displaying percentile rank (1-100 where 1 is the top percentile)

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# South Bank Engineering UTC

GCE A level Mathematics, Level 3 Value Added, Collection Year 12 - 1, Exam Year 2020

| | This Collection | | | | Last Collection | | | Last Year (2017) | | | National (2017) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Num. stud. | APS | Avg Grd | VA (Grds) | APS | Avg Grd | VA (Grades) | APS | Avg Grd | VA (Grades) | APS | Avg Grd | VA (Grades) |
| **All Students** | 21 | 26.7 | C- | -0.63 | - | - | - | - | - | - | 40.2 | B | 0.00 |
| **Male** | 18 | 27.2 | C- | -0.56 | - | - | - | - | - | - | - | - | - |
| **Female** | 3 | 23.3 | D+ | -1.00 | - | - | - | - | - | - | - | - | - |
| **Disadvantaged** | 6 | 21.7 | D+ | -1.36 | - | - | - | - | - | - | - | - | - |
| **Non-Disadv.** | 15 | 28.7 | C | -0.32 | - | - | - | - | - | - | - | - | - |
| **KS4: < 4** | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **KS4: 4 - 5.5** | 4 | 17.5 | D- | -0.86 | - | - | - | - | - | - | - | - | - |
| **KS4: 5.5 - 7** | 16 | 29.4 | C | -0.57 | - | - | - | - | - | - | - | - | - |
| **KS4: 7+** | - | - | - | - | - | - | - | - | - | - | - | - | - |



| Surname | Forename | Gen | Disad. | PA | Grd | Pts | VA |
|---|---|---|---|---|---|---|---|
| Ahmad | Shazib | M | Y | 5.7 | D | 20 | -1.1 |
| Amissah | Benjamin | M | N | 6.2 | D | 20 | -1.3 |
| Anosike | Kelechi | M | N | 5.9 | D | 20 | -1.2 |
| Blagg | Monty | M | N | 5.8 | D | 20 | -1.2 |
| Camanero Her | Alberto | M | N | 6.5 | A | 50 | 1.2 |
| Camanero Her | Andres | M | N | 6.4 | A | 50 | 1.2 |
| Gatward | Daniel | M | N | 5.8 | A | 50 | 1.8 |
| Graham | Dre | M | N | 5.4 | D | 20 | -0.7 |
| Le Voi | Finlay | M | N | 5.6 | D | 20 | -1.0 |
| Louis | Kayla | F | N | 6.3 | B | 40 | 0.4 |
| Mohamed | Soumia | F | N | 5.1 | E | 10 | -1.5 |
| Morris | Ethan | M | N | 5.9 | C | 30 | -0.2 |
| Morris | Justin | M | N | 5.1 | D | 20 | -0.5 |
| Nelson | Ricarnaye | M | Y | 6.4 | D | 20 | -1.8 |
| Okwu-Kanu | Nnaemeka | M | Y | 5.3 | D | 20 | -0.6 |
| Pelski | Aleksander | M | N | - | D | 20 | - |
| Pino | Daniella | F | Y | 6.5 | D | 20 | -1.8 |
| Ridge | Rhys | M | N | 6.2 | D | 20 | -1.4 |
| Rirache | Ibrahim | M | Y | 6.6 | C | 30 | -0.9 |
| Thomas | Tyler-Joel | M | N | 6.7 | B | 40 | 0.1 |

| Surname | Forename | Gen | Disad. | PA | Grd | Pts | VA |
|---|---|---|---|---|---|---|---|
| Witter | Nathan | M | Y | 6.7 | D | 20 | -1.9 |

| Surname | Forename | Gen | Disad. | PA | Grd | Pts | VA |
|---|---|---|---|---|---|---|---|



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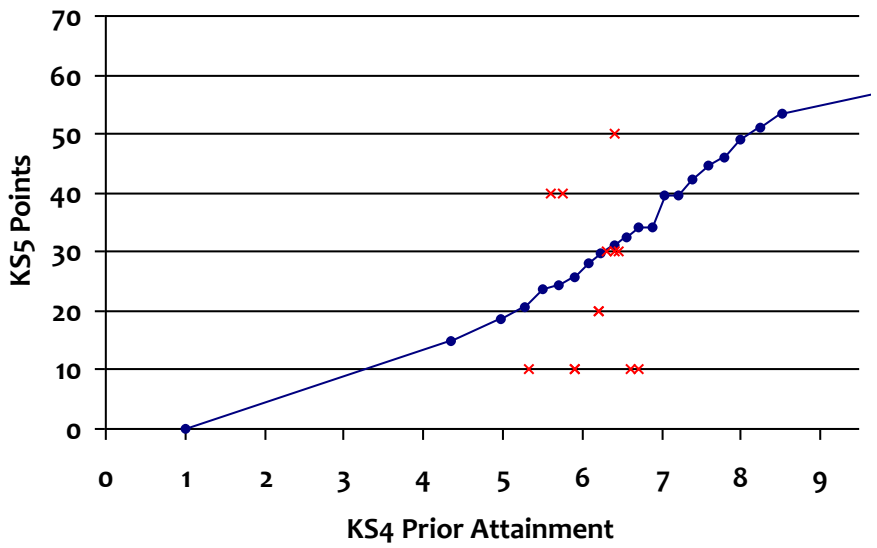
# South Bank Engineering UTC

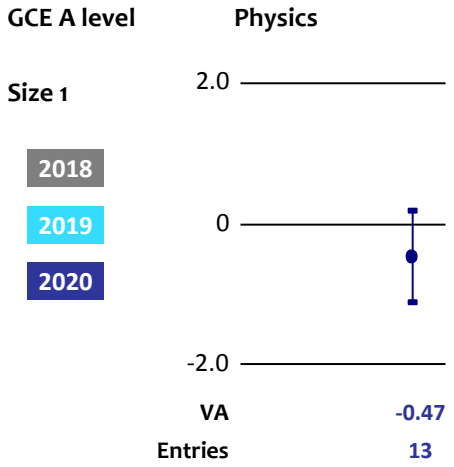
GCE A level Physics, Level 3 Value Added, Collection Year 12 - 1, Exam Year 2020

| Grade | Points | No. of Students | Total Points |
|---|---|---|---|
| A* | 60 | 0 | |
| A | 50 | 1 | 50 |
| B | 40 | 2 | 80 |
| C | 30 | 3 | 90 |
| D | 20 | 2 | 40 |
| E | 10 | 5 | 50 |
| U | 0 | 0 | |

**Total Points Achieved = 310**




**Value Added Trend:**




**Value Added (grades):**

$$\frac{\text{Tot Pts Achieved - Tot Pts Needed}}{\text{Number of Students x Size x 10}}$$

$$= \frac{310 - 371}{13 \times 1 \times 10}$$

$$= \mathbf{-0.47}$$

| Prior Attainment Grade | <4 | 4-5.5 | 5.5-7 | 7+ |
|---|---|---|---|---|
| Number of Students | 0 | 1 | 12 | 0 |
| Average Estimated Points | | 21 | 29 | |
| Average Estimated Grade | | D | C | |
| Total Estimated Points | | 21 | 350 | |

**Total Points Needed = 371**

| | No. of Stud. | Ave Points | Ave Grade | Value Added |
|---|---|---|---|---|
| All Students | 13 | 24 | D+ | -0.5 |
| Male | 12 | 23 | D+ | -0.5 |
| Female | 1 | 30 | C | 0.0 |
| Disadvantaged | 3 | 17 | D- | -1.2 |
| Non-Disadv. | 10 | 26 | C- | -0.3 |
| KS4: 4 - 5.5 | 1 | 10 | E | -1.1 |
| KS4: 5.5 - 7 | 12 | 25 | C- | -0.4 |

**Q4**

Value added quintiles displaying percentile rank (1-100 where 1 is the top percentile)

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# South Bank Engineering UTC

GCE A level Physics, Level 3 Value Added, Collection Year 12 - 1, Exam Year 2020

| | This Collection | | | | Last Collection | | | Last Year (2017) | | | National (2017) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Num. stud. | APS | Avg Grd | VA (Grds) | APS | Avg Grd | VA (Grades) | APS | Avg Grd | VA (Grades) | APS | Avg Grd | VA (Grades) |
| **All Students** | 14 | 24.3 | D+ | -0.47 | - | - | - | - | - | - | 34.9 | C+ | 0.00 |
| **Male** | 13 | 23.8 | D+ | -0.51 | - | - | - | - | - | - | - | - | - |
| **Female** | 1 | 30.0 | C | -0.03 | - | - | - | - | - | - | - | - | - |
| **Disadvantaged** | 3 | 16.7 | D- | -1.19 | - | - | - | - | - | - | - | - | - |
| **Non-Disadv.** | 11 | 26.4 | C- | -0.26 | - | - | - | - | - | - | - | - | - |
| **KS4: < 4** | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **KS4: 4 - 5.5** | 1 | 10.0 | E | -1.14 | - | - | - | - | - | - | - | - | - |
| **KS4: 5.5 - 7** | 12 | 25.0 | C- | -0.42 | - | - | - | - | - | - | - | - | - |
| **KS4: 7+** | - | - | - | - | - | - | - | - | - | - | - | - | - |



| Surname | Forename | Gen | Disad. | PA | Grd | Pts | VA |
|---|---|---|---|---|---|---|---|
| Amissah | Benjamin | M | N | 6.2 | D | 20 | -0.9 |
| Anosike | Kelechi | M | N | 5.9 | E | 10 | -1.6 |
| Camanero Her | Alberto | M | N | 6.5 | C | 30 | -0.2 |
| Camanero Her | Andres | M | N | 6.4 | A | 50 | 1.9 |
| Gatward | Daniel | M | N | 5.8 | B | 40 | 1.6 |
| Le Voi | Finlay | M | N | 5.6 | B | 40 | 1.6 |
| Louis | Kayla | F | N | 6.3 | C | 30 | 0.0 |
| Morris | Ethan | M | N | 5.9 | E | 10 | -1.6 |
| Nelson | Ricarnaye | M | Y | 6.4 | C | 30 | -0.1 |
| Okwu-Kanu | Nnaemeka | M | Y | 5.3 | E | 10 | -1.1 |
| Pelski | Aleksander | M | N | - | C | 30 | - |
| Ridge | Rhys | M | N | 6.2 | D | 20 | -1.0 |
| Rirache | Ibrahim | M | Y | 6.6 | E | 10 | -2.3 |
| Thomas | Tyler-Joel | M | N | 6.7 | E | 10 | -2.4 |

| Surname | Forename | Gen | Disad. | PA | Grd | Pts | VA |
|---|---|---|---|---|---|---|---|

| Surname | Forename | Gen | Disad. | PA | Grd | Pts | VA |
|---|---|---|---|---|---|---|---|



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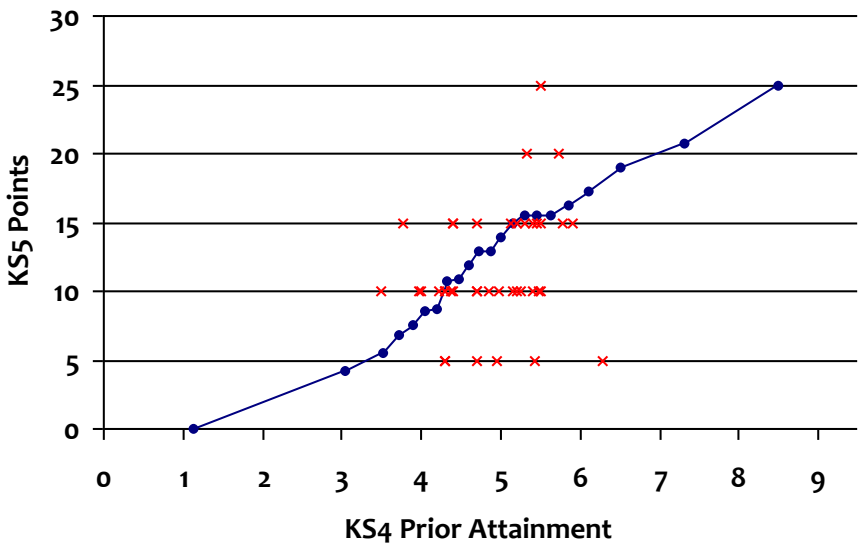
# South Bank Engineering UTC

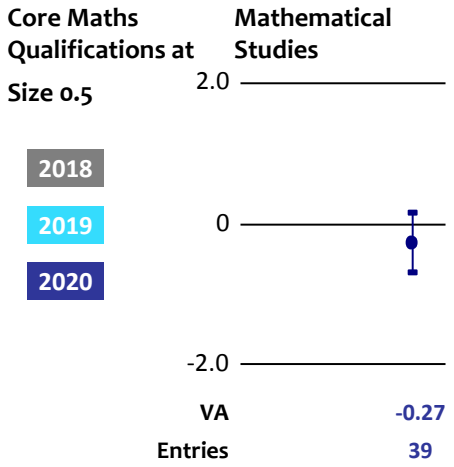
Core Maths Qualifications at Level 3 Mathematical Studies, Level 3 Value Added, Collection Year 12 - 1, Exam Year

| Grade | Points | No. of Students | Total Points |
|---|---|---|---|
| A | 25 | 1 | 25 |
| B | 20 | 2 | 40 |
| C | 15 | 12 | 180 |
| D | 10 | 18 | 180 |
| E | 5 | 6 | 30 |
| U | 0 | 0 | |

**Total Points Achieved = 455**




**Value Added Trend:**




**Value Added (grades):**

$$\frac{\text{Tot Pts Achieved - Tot Pts Needed}}{\text{Number of Students x Size x 10}}$$

$$= \frac{455 - 509}{39 \times 0.5 \times 10}$$

$$= \boxed{-0.27}$$

| Prior Attainment Grade | <4 | 4-5.5 | 5.5-7 | 7+ |
|---|---|---|---|---|
| Number of Students | 3 | 29 | 7 | 0 |
| Average Estimated Points | 7 | 13 | 16 | |
| Average Estimated Grade | E+ | C- | C+ | |
| Total Estimated Points | 20 | 376 | 112 | |

**Total Points Needed = 509**

| | No. of Stud. | Ave Points | Ave Grade | Value Added |
|---|---|---|---|---|
| All Students | 39 | 12 | D+ | -0.3 |
| Male | 35 | 12 | D+ | -0.3 |
| Female | 4 | 13 | C- | -0.3 |
| Disadvantaged | 8 | 13 | C- | -0.2 |
| Non-Disadv. | 31 | 11 | D+ | -0.3 |
| KS4: < 4 | 3 | 12 | D+ | 1.0 |
| KS4: 4 - 5.5 | 29 | 11 | D+ | -0.4 |
| KS4: 5.5 - 7 | 7 | 15 | C | -0.2 |

**Q4**

Value added quintiles displaying percentile rank (1-100 where 1 is the top percentile)

| Q5 | Q4 | Q3 | Q2 | Q1 |
|---|---|---|---|---|
| | 63 | | | |





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# South Bank Engineering UTC

Core Maths Qualifications at Level 3 Mathematical Studies, Level 3 Value Added, Collection Year 12 - 1, Exam Year

| | This Collection | | | | Last Collection | | | Last Year (2017) | | | National (2017) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Num. stud. | APS | Avg Grd | VA (Grds) | APS | Avg Grd | VA (Grades) | APS | Avg Grd | VA (Grades) | APS | Avg Grd | VA (Grades) |
| **All Students** | 39 | 23.3 | D+ | -0.27 | - | - | - | - | - | - | 23.0 | D+ | 0.00 |
| **Male** | 35 | 23.1 | D+ | -0.27 | - | - | - | - | - | - | - | - | - |
| **Female** | 4 | 25.0 | C- | -0.29 | - | - | - | - | - | - | - | - | - |
| **Disadvantaged** | 8 | 26.3 | C- | -0.20 | - | - | - | - | - | - | - | - | - |
| **Non-Disadv.** | 31 | 22.6 | D+ | -0.30 | - | - | - | - | - | - | - | - | - |
| **KS4: < 4** | 3 | 23.3 | D+ | 0.97 | - | - | - | - | - | - | - | - | - |
| **KS4: 4 - 5.5** | 29 | 21.7 | D+ | -0.42 | - | - | - | - | - | - | - | - | - |
| **KS4: 5.5 - 7** | 7 | 30.0 | C | -0.21 | - | - | - | - | - | - | - | - | - |
| **KS4: 7+** | - | - | - | - | - | - | - | - | - | - | - | - | - |

| Surname | Forename | Gen | Disad. | PA | Grd | Pts | VA |
|---|---|---|---|---|---|---|---|
| Abu-Sbrieh | Nordin | M | Y | 5.9 | C | 15 | -0.3 |
| Ali | Karim | M | N | 5.5 | D | 10 | -1.1 |
| Alliston | Alfie | M | Y | 5.5 | C | 15 | -0.1 |
| Archer-Smith | Isaiah | M | N | 4.4 | D | 10 | -0.2 |
| Bean (to be kn | Teilo | M | N | 5.3 | C | 15 | -0.1 |
| Benson | Mark | M | N | 4.3 | D | 10 | -0.1 |
| Boughdadi | Anwar | M | Y | 4.7 | D | 10 | -0.5 |
| Branch | Zion | F | N | 5.3 | D | 10 | -1.1 |
| Dawit | Lamek | M | N | 4.7 | C | 15 | 0.5 |
| Elphic | Bilqees | F | N | 5.4 | D | 10 | -1.1 |
| Ennis | Ricardo | M | N | 4.3 | D | 10 | -0.1 |
| Enriquez Sanm | Luis | M | N | 5.5 | A | 25 | 1.9 |
| Ernesto | Ektwen | M | N | 5.5 | D | 10 | -1.1 |
| Ferguson | Jevarie | M | N | 4.0 | D | 10 | 0.4 |
| Forbes | Liam | M | N | 5.4 | C | 15 | -0.1 |
| Hussain | Rahim | M | N | 6.3 | E | 5 | -2.6 |
| Johnson | Jovan | M | N | 4.4 | D | 10 | -0.2 |
| Laurence | Jack | M | Y | 5.8 | C | 15 | -0.2 |
| Lewis | Trevaughn | M | N | 3.5 | D | 10 | 0.9 |
| Louis | Kyron | M | N | 4.0 | D | 10 | 0.3 |
| Mahamud | Yahye | M | N | 4.3 | E | 5 | -1.1 |
| Marriott | Nickai | M | Y | 4.4 | C | 15 | 0.8 |
| Marston | Malachi | M | N | 4.4 | C | 15 | 0.8 |
| Mcleod | Keanu | M | N | 4.7 | D | 10 | -0.5 |
| Milsom | Alfie | M | N | 5.5 | C | 15 | -0.1 |
| Mohamed | Abdikarim | M | N | 4.3 | E | 5 | -1.0 |
| Mohamud | Abdirahim | M | N | 5.2 | D | 10 | -1.0 |
| Mounmak | Jad | M | N | 5.0 | E | 5 | -1.7 |
| Musa | Ibrahim | M | Y | 4.7 | E | 5 | -1.5 |
| Patel | Nieel | M | N | 5.2 | D | 10 | -1.0 |
| Solomon | Daniel | M | N | 3.8 | C | 15 | 1.6 |
| Thomas | Tyler | F | N | 5.7 | B | 20 | 0.9 |
| Tuluk | Yunus | M | Y | 5.0 | D | 10 | -0.7 |
| Vasconcellos | Daniel | M | N | 5.1 | C | 15 | 0.0 |
| Veloz Fuenma | Koreen | F | N | 4.2 | D | 10 | 0.1 |
| Walters | Kyien | M | N | 4.8 | D | 10 | -0.6 |
| Williams | Adriel | M | N | 5.4 | E | 5 | -2.1 |
| Williams | Breon | M | Y | 5.3 | B | 20 | 0.9 |
| Young | Joshane | M | N | 5.2 | C | 15 | 0.0 |

| Surname | Forename | Gen | Disad. | PA | Grd | Pts | VA |
|---|---|---|---|---|---|---|---|





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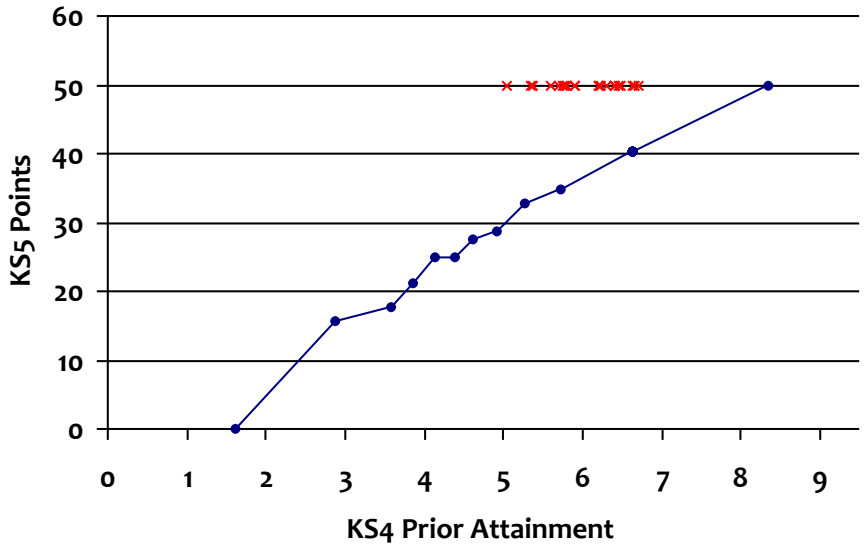
# South Bank Engineering UTC

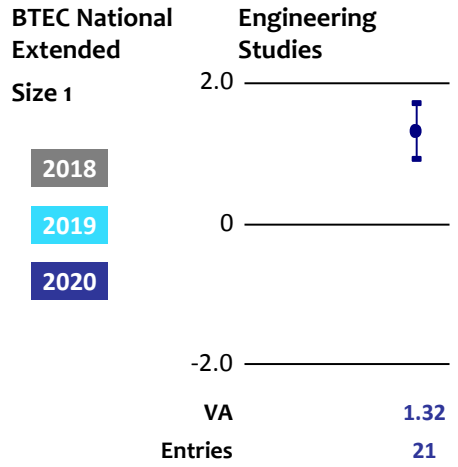
BTEC National Extended Certificate L3 - Band F - P-D* Engineering Studies, Level 3 Value Added, Collection Year 12

| Grade | Points | No. of Students | Total Points |
|---|---|---|---|
| Di* | 50 | 21 | 1050 |
| Di | 35 | 0 | |
| M | 25 | 0 | |
| P | 15 | 0 | |
| U | 0 | 0 | |

**Total Points Achieved = 1050**




**Value Added Trend:**




**Value Added (grades):**

$$\frac{\text{Tot Pts Achieved - Tot Pts Needed}}{\text{Number of Students x Size x 10}}$$

$$= \frac{1050 - 774}{21 \times 1 \times 10}$$

$$= \boxed{1.32}$$

| Prior Attainment Grade | <4 | 4-5.5 | 5.5-7 | 7+ |
|---|---|---|---|---|
| Number of Students | 0 | 3 | 18 | 0 |
| Average Estimated Points | | 32 | 38 | |
| Average Estimated Grade | | Di- | Di+ | |
| Total Estimated Points | | 97 | 677 | |

**Total Points Needed = 774**

| | No. of Stud. | Ave Points | Ave Grade | Value Added |
|---|---|---|---|---|
| All Students | 21 | 50 | Di* | 1.3 |
| Male | 18 | 50 | Di* | 1.3 |
| Female | 3 | 50 | Di* | 1.2 |
| Disadvantaged | 6 | 50 | Di* | 1.2 |
| Non-Disadv. | 15 | 50 | Di* | 1.4 |
| KS4: 4 - 5.5 | 3 | 50 | Di* | 1.8 |
| KS4: 5.5 - 7 | 18 | 50 | Di* | 1.2 |

**N/A**

Too few students nationally doing this subject to calculate quintiles

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# South Bank Engineering UTC

BTEC National Extended Certificate L3 - Band F - P-D* Engineering Studies, Level 3 Value Added, Collection Year 12

| | This Collection | | | | Last Collection | | | Last Year (2017) | | | National (2017) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Num. stud. | APS | Avg Grd | VA (Grds) | APS | Avg Grd | VA (Grades) | APS | Avg Grd | VA (Grades) | APS | Avg Grd | VA (Grades) |
| **All Students** | 22 | 50.0 | Di* | 1.32 | - | - | - | - | - | - | - | - | - |
| **Male** | 19 | 50.0 | Di* | 1.33 | - | - | - | - | - | - | - | - | - |
| **Female** | 3 | 50.0 | Di* | 1.23 | - | - | - | - | - | - | - | - | - |
| **Disadvantaged** | 6 | 50.0 | Di* | 1.21 | - | - | - | - | - | - | - | - | - |
| **Non-Disadv.** | 16 | 50.0 | Di* | 1.36 | - | - | - | - | - | - | - | - | - |
| **KS4: < 4** | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **KS4: 4 - 5.5** | 3 | 50.0 | Di* | 1.78 | - | - | - | - | - | - | - | - | - |
| **KS4: 5.5 - 7** | 18 | 50.0 | Di* | 1.24 | - | - | - | - | - | - | - | - | - |
| **KS4: 7+** | - | - | - | - | - | - | - | - | - | - | - | - | - |

| Surname | Forename | Gen | Disad. | PA | Grd | Pts | VA |
|---|---|---|---|---|---|---|---|
| Ahmad | Shazib | M | Y | 5.7 | * | 50 | 1.5 |
| Amissah | Benjamin | M | N | 6.2 | * | 50 | 1.2 |
| Anosike | Kelechi | M | N | 5.9 | * | 50 | 1.4 |
| Blagg | Monty | M | N | 5.8 | * | 50 | 1.5 |
| Camanero Her | Alberto | M | N | 6.5 | * | 50 | 1.1 |
| Camanero Her | Andres | M | N | 6.4 | * | 50 | 1.1 |
| Edwards-Brow | Sheyann | F | N | 5.8 | * | 50 | 1.5 |
| Famakinwa | Sanmi | M | N | 6.2 | * | 50 | 1.2 |
| Gatward | Daniel | M | N | 5.8 | * | 50 | 1.5 |
| Graham | Dre | M | N | 5.4 | * | 50 | 1.7 |
| Le Voi | Finlay | M | N | 5.6 | * | 50 | 1.6 |
| Louis | Kayla | F | N | 6.3 | * | 50 | 1.2 |
| Morris | Ethan | M | N | 5.9 | * | 50 | 1.4 |
| Morris | Justin | M | N | 5.1 | * | 50 | 2.0 |
| Nelson | Ricarnaye | M | Y | 6.4 | * | 50 | 1.1 |
| Okwu-Kanu | Nnaemeka | M | Y | 5.3 | * | 50 | 1.7 |
| Pelski | Aleksander | M | N | - | * | 50 | - |
| Pino | Daniella | F | Y | 6.5 | * | 50 | 1.1 |
| Ridge | Rhys | M | N | 6.2 | * | 50 | 1.2 |
| Rirache | Ibrahim | M | Y | 6.6 | * | 50 | 1.0 |
| Thomas | Tyler-Joel | M | N | 6.7 | * | 50 | 0.9 |
| Witter | Nathan | M | Y | 6.7 | * | 50 | 0.9 |





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# South Bank Engineering UTC

Completion and Attainment - Collection Year 12 - 1, Exam Year 2020

South Bank Engineering UTC

**Pearson BTEC Level 3 National Diploma in Engineering**

| | |
|---|---|
| Institution Average Point Score | 35.3 |
| National Average Point Score | 56.5 |
| Difference (points) | -21.2 |
| Difference (grades) | -2.1 |

| Surname | Forename | First appeared with result | Current Grade | Current Points | National Average Attainment | Difference (points) | Difference (grades) |
|---|---|---|---|---|---|---|---|
| Abu-Serrieh | Nordin | Year 12 - 1 | PP | 30 | 56.48 | -26.48 | -2.6 |
| Ali | Karim | Year 12 - 1 | PP | 30 | 56.48 | -26.48 | -2.6 |
| Alliston | Alfie | Year 12 - 1 | MM | 50 | 56.48 | -6.48 | -0.6 |
| Archer-Smith | Isaiah | Year 12 - 1 | PP | 30 | 56.48 | -26.48 | -2.6 |
| Bean (to be know | Teilo | Year 12 - 1 | PP | 30 | 56.48 | -26.48 | -2.6 |
| Benson | Mark | Year 12 - 1 | PP | 30 | 56.48 | -26.48 | -2.6 |
| Boughdadi | Anwar | Year 12 - 1 | MM | 50 | 56.48 | -6.48 | -0.6 |
| Branch | Zion | Year 12 - 1 | PP | 30 | 56.48 | -26.48 | -2.6 |
| Dawit | Lamek | Year 12 - 1 | PP | 30 | 56.48 | -26.48 | -2.6 |
| Elphic | Bilqees | Year 12 - 1 | PP | 30 | 56.48 | -26.48 | -2.6 |
| Ennis | Ricardo | Year 12 - 1 | PP | 30 | 56.48 | -26.48 | -2.6 |
| Enriquez Sanmarti | Luis | Year 12 - 1 | MM | 50 | 56.48 | -6.48 | -0.6 |
| Ernesto | Ektwen | Year 12 - 1 | PP | 30 | 56.48 | -26.48 | -2.6 |
| Ferguson | Jevarie | Year 12 - 1 | PP | 30 | 56.48 | -26.48 | -2.6 |
| Forbes | Liam | Year 12 - 1 | MM | 50 | 56.48 | -6.48 | -0.6 |
| Hussain | Rahim | Year 12 - 1 | PP | 30 | 56.48 | -26.48 | -2.6 |
| Johnson | Jovan | Year 12 - 1 | PP | 30 | 56.48 | -26.48 | -2.6 |
| Laurence | Jack | Year 12 - 1 | MM | 50 | 56.48 | -6.48 | -0.6 |
| Lewis | Trevaughn | Year 12 - 1 | PP | 30 | 56.48 | -26.48 | -2.6 |
| Louis | Kyron | Year 12 - 1 | PP | 30 | 56.48 | -26.48 | -2.6 |
| Mahamud | Yahye | Year 12 - 1 | PP | 30 | 56.48 | -26.48 | -2.6 |
| Marriott | Nickai | Year 12 - 1 | PP | 30 | 56.48 | -26.48 | -2.6 |
| Marston | Malachi | Year 12 - 1 | PP | 30 | 56.48 | -26.48 | -2.6 |
| Mcleod | Keanu | Year 12 - 1 | PP | 30 | 56.48 | -26.48 | -2.6 |
| Milsom | Alfie | Year 12 - 1 | PP | 30 | 56.48 | -26.48 | -2.6 |
| Mohamed | Abdikarim | Year 12 - 1 | PP | 30 | 56.48 | -26.48 | -2.6 |
| Mohamed | Soumia | Year 12 - 1 | PP | 30 | 56.48 | -26.48 | -2.6 |
| Mohamud | Abdirahim | Year 12 - 1 | MM | 50 | 56.48 | -6.48 | -0.6 |
| Mounmak | Jad | Year 12 - 1 | PP | 30 | 56.48 | -26.48 | -2.6 |
| Musa | Ibrahim | Year 12 - 1 | PP | 30 | 56.48 | -26.48 | -2.6 |
| Patel | Nieel | Year 12 - 1 | PP | 30 | 56.48 | -26.48 | -2.6 |

Note: Any student with a dash (-) as a grade is considered to have left the course.



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# South Bank Engineering UTC

Completion and Attainment - Collection Year 12 - 1, Exam Year 2020

South Bank Engineering UTC

**Pearson BTEC Level 3 National Diploma in Engineering**

| | |
|---|---|
| Institution Average Point Score | 35.3 |
| National Average Point Score | 56.5 |
| Difference (points) | -21.2 |
| Difference (grades) | -2.1 |

| Surname | Forename | First appeared with result | Current Grade | Current Points | National Average Attainment | Difference (points) | Difference (grades) |
|---|---|---|---|---|---|---|---|
| Solomon | Daniel | Year 12 - 1 | MM | 50 | 56.48 | -6.48 | -0.6 |
| Thomas | Tyler | Year 12 - 1 | MM | 50 | 56.48 | -6.48 | -0.6 |
| Tuluk | Yunus | Year 12 - 1 | MM | 50 | 56.48 | -6.48 | -0.6 |
| Vasconcellos | Daniel | Year 12 - 1 | MM | 50 | 56.48 | -6.48 | -0.6 |
| Veloz Fuenmayor | Koreen | Year 12 - 1 | PP | 30 | 56.48 | -26.48 | -2.6 |
| Walters | Kyien | Year 12 - 1 | MP | 40 | 56.48 | -16.48 | -1.6 |
| Williams | Adriel | Year 12 - 1 | PP | 30 | 56.48 | -26.48 | -2.6 |
| Williams | Breon | Year 12 - 1 | PP | 30 | 56.48 | -26.48 | -2.6 |
| Young | Joshane | Year 12 - 1 | PP | 30 | 56.48 | -26.48 | -2.6 |

Note: Any student with a dash (-) as a grade is considered to have left the course.



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# South Bank Engineering UTC

Headline Figures - Collection Year 13 - 1, Exam Year 2019

| | This Collection | Last Collection | Last Year () | National (2017) |
|---|---|---|---|---|
| **Alevel** | | | | |
| **- Number of Entries (size 1 equivalent)** | 31 | - | - | - |
| **- Average Points** | 25.8 | - | - | ↓ 32.4 |
| **- Average Grade** | C- | - | - | C+ |
| **- Value Added (2018 benchmark)** | -0.38 | - | - | ↓ 0.00 |
| **Academic** | | | | |
| **- Number of Entries (size 1 equivalent)** | 44.5 | - | - | - |
| **- Average Points** | 25.3 | - | - | ↓ 32.7 |
| **- Average Grade** | C- | - | - | C+ |
| **- Value Added (2018 benchmark)** | -0.32 | - | - | ↓ 0.00 |
| **Applied** | | | | |
| **- Number of Entries (size 1 equivalent)** | 11 | - | - | - |
| **- Average Points** | 38.6 | - | - | ↑ 35.7 |
| **- Average Grade** | Di+ | - | - | Di |
| **- Value Added (2018 benchmark)** | 0.52 | - | - | ↑ 0.00 |
| **Technical** | | | | |
| **- Number of Entries (size 1 equivalent)** | 96 | - | - | - |
| **- Average Points** | 30.0 | - | - | → 32.3 |
| **- Average Grade** | Di- | - | - | Di- |
| **- Completion and Attainment (2017 benchmark)** | -0.70 | - | - | ↓ 0.00 |





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# South Bank Engineering UTC

Subject Summary - Collection Year 13 - 1, Exam Year 2019

| | This Collection | | | | | Last Collection | | | Last Year (2017) | | | National (2017) | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Size | Num. stud. | APS | Avg Grd | VA (Grds) | APS | Avg Grd | VA (Grades) | APS | Avg Grd | VA (Grades) | APS | Avg Grd | VA (Grades) | |
| **Alevel** | | | | | | | | | | | | | | | |
| **Chemistry** | 1 | 2 | 35.0 | B- | -0.02 | - | - | - | - | - | - | 36.5 | B- | 0.00 | ➡ |
| **Computer Studies/Computing** | 1 | 4 | 25.0 | C- | -0.07 | - | - | - | - | - | - | 29.8 | C | 0.00 | ➡ |
| **Mathematics** | 1 | 16 | 26.9 | C- | -0.50 | - | - | - | - | - | - | 40.2 | B | 0.00 | ⬇ |
| **Physics** | 1 | 9 | 22.2 | D+ | -0.39 | - | - | - | - | - | - | 34.9 | C+ | 0.00 | ⬇ |
| **Other Academic Qualifications** | | | | | | | | | | | | | | | |
| **Mathematical Studies** | 0.5 | 27 | 24.1 | D+ | -0.18 | - | - | - | - | - | - | 23.0 | D+ | 0.00 | ➡ |
| **Applied General** | | | | | | | | | | | | | | | |
| **Engineering Studies** | 1 | 11 | 38.6 | Di+ | 0.52 | - | - | - | - | - | - | - | - | 0.00 | ⬆ |



| | This Collection | | | | | Last Collection | | | Last Year (2017) | | | National (2017) | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Size | Num. stud. | APS | Avg Grd | CA (Grds) | APS | Avg Grd | CA (Grades) | APS | Avg Grd | CA (Grades) | APS | Avg Grd | CA (Grades) | |
| **Technical** | | | | | | | | | | | | | | | |
| **Engineering Studies** | 3 | 32 | 30.0 | Di- | -0.70 | - | - | - | - | - | - | 36.3 | Di | 0.00 | ⬇ |



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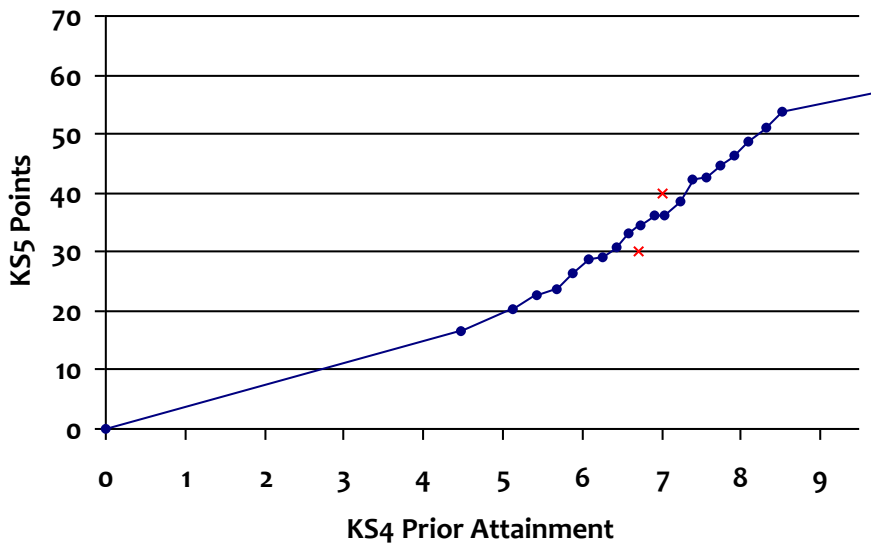
# South Bank Engineering UTC

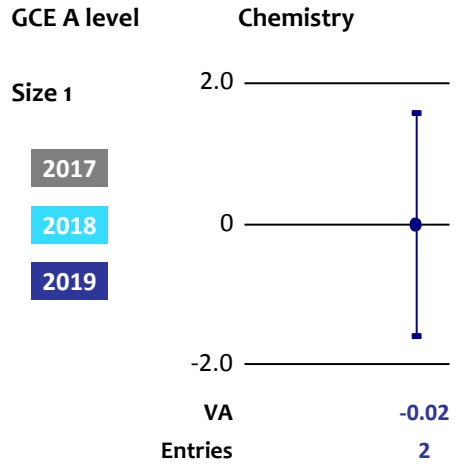
GCE A level Chemistry, Level 3 Value Added, Collection Year 13 - 1, Exam Year 2019

| Grade | Points | No. of Students | Total Points |
|---|---|---|---|
| A* | 60 | 0 | |
| A | 50 | 0 | |
| B | 40 | 1 | 40 |
| C | 30 | 1 | 30 |
| D | 20 | 0 | |
| E | 10 | 0 | |
| U | 0 | 0 | |

**Total Points Achieved = 70**




**Value Added Trend:**




**Value Added (grades):**

$$= \frac{70 - 70}{2 \times 1 \times 10}$$

$$= \boxed{-0.02}$$

| Prior Attainment Grade | <4 | 4-5.5 | 5.5-7 | 7+ |
|---|---|---|---|---|
| Number of Students | 0 | 0 | 1 | 1 |
| Average Estimated Points | | | 34 | 36 |
| Average Estimated Grade | | | C+ | B- |
| Total Estimated Points | | | 34 | 36 |

**Total Points Needed = 70**

| | No. of Stud. | Ave Points | Ave Grade | Value Added |
|---|---|---|---|---|
| All Students | 2 | 35 | B- | 0.0 |
| Male | 2 | 35 | B- | 0.0 |
| Disadvantaged | 1 | 30 | C | -0.4 |
| Non-Disadv. | 1 | 40 | B | 0.4 |
| KS4: 5.5 - 7 | 1 | 30 | C | -0.4 |
| KS4: 7+ | 1 | 40 | B | 0.4 |

**Q3**

Value added quintiles displaying percentile rank (1-100 where 1 is the top percentile)

| Q5 | Q4 | Q3 | Q2 | Q1 |
|---|---|---|---|---|
| | | 51 | | |





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# South Bank Engineering UTC

GCE A level Chemistry, Level 3 Value Added, Collection Year 13 - 1, Exam Year 2019

| | This Collection | | | | Last Collection | | | Last Year (2017) | | | National (2017) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Num. stud. | APS | Avg Grd | VA (Grds) | APS | Avg Grd | VA (Grades) | APS | Avg Grd | VA (Grades) | APS | Avg Grd | VA (Grades) |
| **All Students** | 2 | 35.0 | B- | -0.02 | - | - | - | - | - | - | 36.5 | B- | 0.00 |
| **Male** | 2 | 35.0 | B- | -0.02 | - | - | - | - | - | - | - | - | - |
| **Female** | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Disadvantaged** | 1 | 30.0 | C | -0.42 | - | - | - | - | - | - | - | - | - |
| **Non-Disadv.** | 1 | 40.0 | B | 0.37 | - | - | - | - | - | - | - | - | - |
| **KS4: < 4** | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **KS4: 4 - 5.5** | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **KS4: 5.5 - 7** | 1 | 30.0 | C | -0.42 | - | - | - | - | - | - | - | - | - |
| **KS4: 7+** | 1 | 40.0 | B | 0.37 | - | - | - | - | - | - | - | - | - |

| Surname | Forename | Gen | Disad. | PA | Grd | Pts | VA |
|---|---|---|---|---|---|---|---|
| Fazio | Antoni | M | N | 7.0 | B | 40 | 0.4 |
| Mera Vera | Liam | M | Y | 6.7 | C | 30 | -0.4 |

| Surname | Forename | Gen | Disad. | PA | Grd | Pts | VA |
|---|---|---|---|---|---|---|---|

| Surname | Forename | Gen | Disad. | PA | Grd | Pts | VA |
|---|---|---|---|---|---|---|---|





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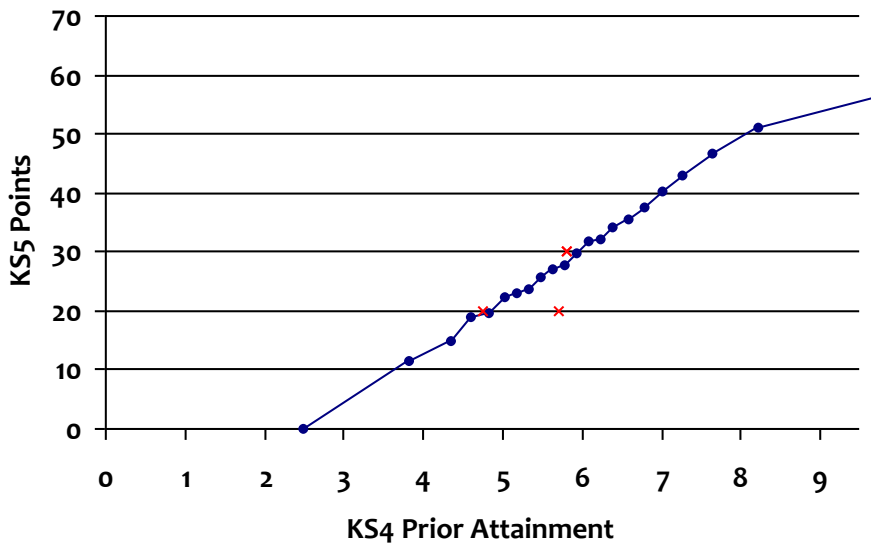
# South Bank Engineering UTC

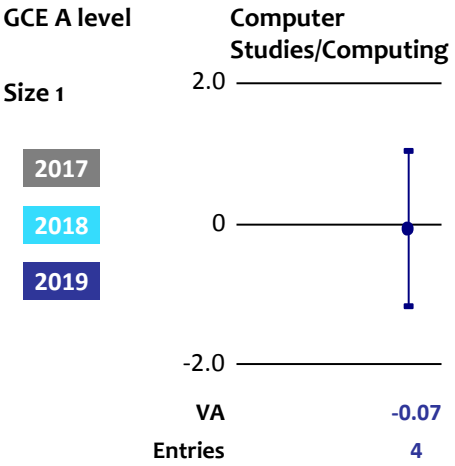
GCE A level Computer Studies/Computing, Level 3 Value Added, Collection Year 13 - 1, Exam Year 2019

| Grade | Points | No. of Students | Total Points |
|---|---|---|---|
| A* | 60 | 0 | |
| A | 50 | 0 | |
| B | 40 | 0 | |
| C | 30 | 2 | 60 |
| D | 20 | 2 | 40 |
| E | 10 | 0 | |
| U | 0 | 0 | |

**Total Points Achieved = 100**




**Value Added Trend:**




**Value Added (grades):**

$$\frac{\text{Tot Pts Achieved - Tot Pts Needed}}{\text{Number of Students x Size x 10}}$$

$$= \frac{100 - 103}{4 \times 1 \times 10}$$

$$= \boxed{-0.07}$$

| Prior Attainment Grade | <4 | 4-5.5 | 5.5-7 | 7+ |
|---|---|---|---|---|
| Number of Students | 0 | 1 | 3 | 0 |
| Average Estimated Points | | 19 | 28 | |
| Average Estimated Grade | | D | C- | |
| Total Estimated Points | | 19 | 83 | |

**Total Points Needed = 103**

| | No. of Stud. | Ave Points | Ave Grade | Value Added |
|---|---|---|---|---|
| All Students | 4 | 25 | C- | -0.1 |
| Male | 4 | 25 | C- | -0.1 |
| Disadvantaged | 1 | 30 | C | 0.2 |
| Non-Disadv. | 3 | 23 | D+ | -0.2 |
| KS4: 4 - 5.5 | 1 | 20 | D | 0.1 |
| KS4: 5.5 - 7 | 3 | 27 | C- | -0.1 |

**Q3**

Value added quintiles displaying percentile rank (1-100 where 1 is the top percentile)

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Baker Dearing Educational Trust
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# South Bank Engineering UTC

GCE A level Computer Studies/Computing, Level 3 Value Added, Collection Year 13 - 1, Exam Year 2019

| | This Collection | | | | Last Collection | | | Last Year (2017) | | | National (2017) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Num. stud. | APS | Avg Grd | VA (Grds) | APS | Avg Grd | VA (Grades) | APS | Avg Grd | VA (Grades) | APS | Avg Grd | VA (Grades) |
| **All Students** | 4 | 25.0 | C- | -0.07 | - | - | - | - | - | - | 29.8 | C | 0.00 |
| **Male** | 4 | 25.0 | C- | -0.07 | - | - | - | - | - | - | - | - | - |
| **Female** | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Disadvantaged** | 1 | 30.0 | C | 0.19 | - | - | - | - | - | - | - | - | - |
| **Non-Disadv.** | 3 | 23.3 | D+ | -0.16 | - | - | - | - | - | - | - | - | - |
| **KS4: < 4** | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **KS4: 4 - 5.5** | 1 | 20.0 | D | 0.06 | - | - | - | - | - | - | - | - | - |
| **KS4: 5.5 - 7** | 3 | 26.7 | C- | -0.11 | - | - | - | - | - | - | - | - | - |
| **KS4: 7+** | - | - | - | - | - | - | - | - | - | - | - | - | - |

| Surname | Forename | Gen | Disad. | PA | Grd | Pts | VA |
|---|---|---|---|---|---|---|---|
| Ahmed | Mustafa | M | N | 5.7 | D | 20 | -0.7 |
| Mohamud Shu | Isse | M | N | 4.8 | D | 20 | 0.1 |
| Nur | Hussein | M | Y | 5.8 | C | 30 | 0.2 |
| Williams | Devanyea | M | N | 5.8 | C | 30 | 0.2 |

| Surname | Forename | Gen | Disad. | PA | Grd | Pts | VA |
|---|---|---|---|---|---|---|---|

| Surname | Forename | Gen | Disad. | PA | Grd | Pts | VA |
|---|---|---|---|---|---|---|---|





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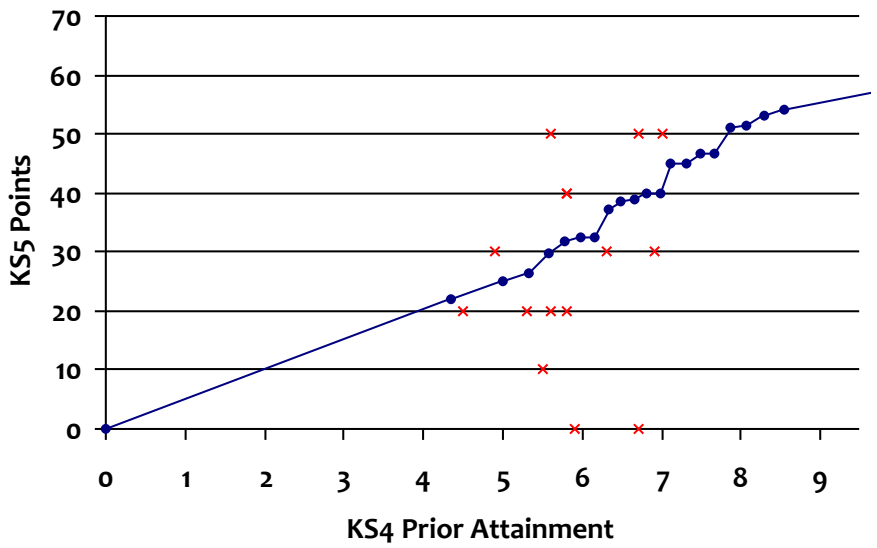
# South Bank Engineering UTC

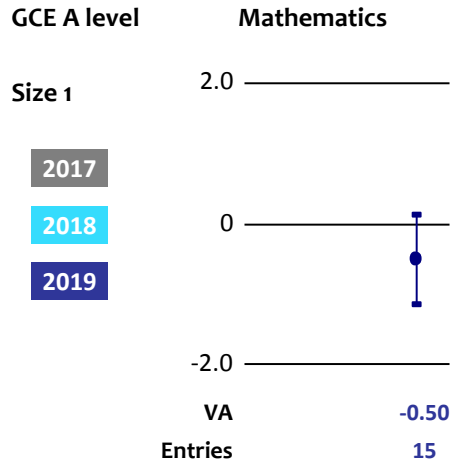
GCE A level Mathematics, Level 3 Value Added, Collection Year 13 - 1, Exam Year 2019

| Grade | Points | No. of Students | Total Points |
|---|---|---|---|
| A* | 60 | 0 | |
| A | 50 | 3 | 150 |
| B | 40 | 2 | 80 |
| C | 30 | 3 | 90 |
| D | 20 | 4 | 80 |
| E | 10 | 1 | 10 |
| U | 0 | 2 | 0 |

**Total Points Achieved = 410**




**Value Added Trend:**




**Value Added (grades):**

$$\frac{\text{Tot Pts Achieved - Tot Pts Needed}}{\text{Number of Students x Size x 10}}$$

$$= \frac{410 - 486}{15 \times 1 \times 10}$$

$$= \boxed{-0.50}$$

| Prior Attainment Grade | <4 | 4-5.5 | 5.5-7 | 7+ |
|---|---|---|---|---|
| Number of Students | 0 | 3 | 11 | 1 |
| Average Estimated Points | | 25 | 34 | 41 |
| Average Estimated Grade | | D+ | C+ | B |
| Total Estimated Points | | 74 | 371 | 41 |

**Total Points Needed = 486**

| | No. of Stud. | Ave Points | Ave Grade | Value Added |
|---|---|---|---|---|
| All Students | 15 | 27 | C- | -0.5 |
| Male | 12 | 27 | C- | -0.7 |
| Female | 3 | 30 | C | 0.2 |
| Disadvantaged | 6 | 28 | C | -0.4 |
| Non-Disadv. | 9 | 27 | C- | -0.6 |
| KS4: 4 - 5.5 | 3 | 23 | D+ | -0.1 |
| KS4: 5.5 - 7 | 11 | 26 | C- | -0.7 |
| KS4: 7+ | 1 | 50 | A | 0.9 |

**Q5**

Value added quintiles displaying percentile rank (1-100 where 1 is the top percentile)

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# South Bank Engineering UTC

GCE A level Mathematics, Level 3 Value Added, Collection Year 13 - 1, Exam Year 2019

| | This Collection | | | | Last Collection | | | Last Year (2017) | | | National (2017) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Num. stud. | APS | Avg Grd | VA (Grds) | APS | Avg Grd | VA (Grades) | APS | Avg Grd | VA (Grades) | APS | Avg Grd | VA (Grades) |
| **All Students** | 16 | 26.9 | C- | -0.50 | - | - | - | - | - | - | 40.2 | B | 0.00 |
| **Male** | 13 | 26.2 | C- | -0.69 | - | - | - | - | - | - | - | - | - |
| **Female** | 3 | 30.0 | C | 0.25 | - | - | - | - | - | - | - | - | - |
| **Disadvantaged** | 6 | 28.3 | C | -0.37 | - | - | - | - | - | - | - | - | - |
| **Non-Disadv.** | 10 | 26.0 | C- | -0.59 | - | - | - | - | - | - | - | - | - |
| **KS4: < 4** | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **KS4: 4 - 5.5** | 3 | 23.3 | D+ | -0.12 | - | - | - | - | - | - | - | - | - |
| **KS4: 5.5 - 7** | 11 | 26.4 | C- | -0.74 | - | - | - | - | - | - | - | - | - |
| **KS4: 7+** | 1 | 50.0 | A | 0.94 | - | - | - | - | - | - | - | - | - |

| Surname | Forename | Gen | Disad. | PA | Grd | Pts | VA |
|---|---|---|---|---|---|---|---|
| Abu Sherieh | Nora | F | Y | 5.6 | D | 20 | -1.0 |
| Aden | Ismail | M | N | - | D | 20 | - |
| Casey | Javonni | M | N | 5.3 | D | 20 | -0.6 |
| Fazio | Antoni | M | N | 7.0 | A | 50 | 0.9 |
| Goncalves | Walter | M | N | 5.9 | U | 0 | -3.2 |
| Jani | Angel | M | N | 6.7 | U | 0 | -3.9 |
| Jawad | Nadia | F | N | 5.6 | A | 50 | 2.0 |
| Mera Vera | Liam | M | Y | 6.7 | A | 50 | 1.1 |
| Miller | Ram'i | M | Y | 6.9 | C | 30 | -1.0 |
| Nur | Hussein | M | Y | 5.8 | B | 40 | 0.8 |
| Roach | Tarriq | M | N | 6.3 | C | 30 | -0.6 |
| Rodrigues | Herlani | M | Y | 5.5 | E | 10 | -1.9 |
| Taiwo | Ajibola | M | N | 4.9 | C | 30 | 0.5 |
| Thomas | Paige-Cher | M | N | 5.8 | D | 20 | -1.2 |
| Williams | Devanyea | M | N | 5.8 | B | 40 | 0.8 |
| Xhaferraj | Amanda | F | Y | 4.5 | D | 20 | -0.3 |

| Surname | Forename | Gen | Disad. | PA | Grd | Pts | VA |
|---|---|---|---|---|---|---|---|

| Surname | Forename | Gen | Disad. | PA | Grd | Pts | VA |
|---|---|---|---|---|---|---|---|





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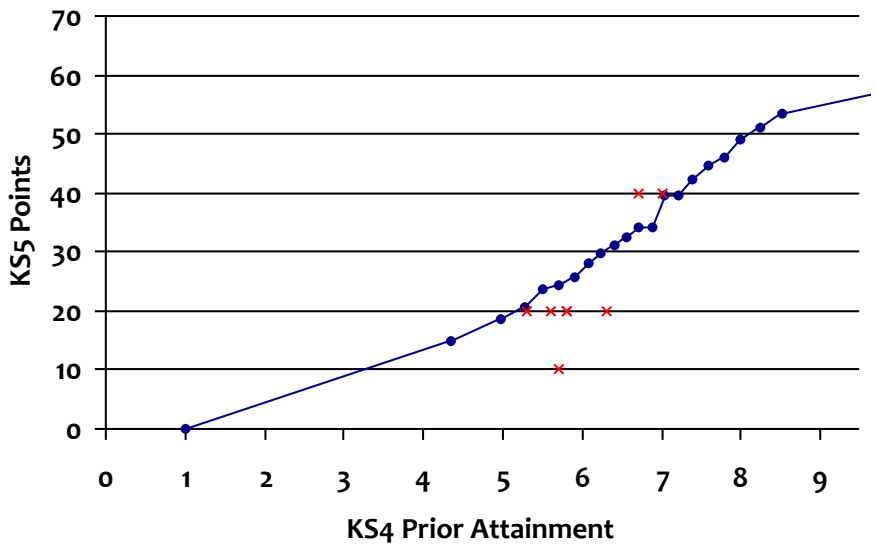
# South Bank Engineering UTC

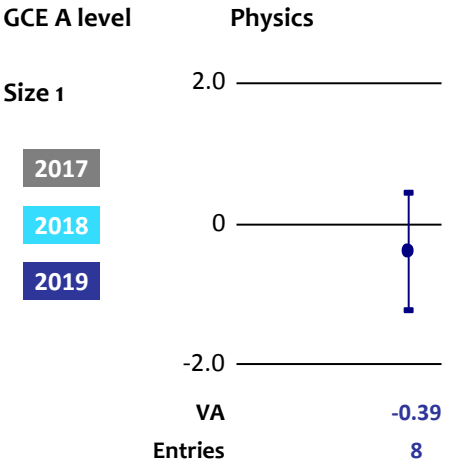
GCE A level Physics, Level 3 Value Added, Collection Year 13 - 1, Exam Year 2019

| Grade | Points | No. of Students | Total Points |
|---|---|---|---|
| A* | 60 | 0 | |
| A | 50 | 0 | |
| B | 40 | 2 | 80 |
| C | 30 | 0 | |
| D | 20 | 5 | 100 |
| E | 10 | 1 | 10 |
| U | 0 | 0 | |

**Total Points Achieved = 190**




**Value Added Trend:**




**Value Added (grades):**

$$\frac{\text{Tot Pts Achieved - Tot Pts Needed}}{\text{Number of Students x Size x 10}}$$

$$= \frac{190 - 221}{8 \times 1 \times 10}$$

$$= \mathbf{-0.39}$$

| Prior Attainment Grade | <4 | 4-5.5 | 5.5-7 | 7+ |
|---|---|---|---|---|
| Number of Students | 0 | 1 | 6 | 1 |
| Average Estimated Points | | 21 | 27 | 38 |
| Average Estimated Grade | | D | C- | B |
| Total Estimated Points | | 21 | 162 | 38 |

**Total Points Needed = 221**

| | No. of Stud. | Ave Points | Ave Grade | Value Added |
|---|---|---|---|---|
| All Students | 8 | 24 | D+ | -0.4 |
| Male | 7 | 24 | D+ | -0.4 |
| Female | 1 | 20 | D | -0.4 |
| Disadvantaged | 2 | 30 | C | 0.1 |
| Non-Disadv. | 6 | 22 | D | -0.5 |
| KS4: 4 - 5.5 | 1 | 20 | D | -0.1 |
| KS4: 5.5 - 7 | 6 | 22 | D+ | -0.5 |
| KS4: 7+ | 1 | 40 | B | 0.2 |

**Q4**

Value added quintiles displaying percentile rank (1-100 where 1 is the top percentile)

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# South Bank Engineering UTC

GCE A level Physics, Level 3 Value Added, Collection Year 13 - 1, Exam Year 2019

| | This Collection | | | | Last Collection | | | Last Year (2017) | | | National (2017) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Num. stud. | APS | Avg Grd | VA (Grds) | APS | Avg Grd | VA (Grades) | APS | Avg Grd | VA (Grades) | APS | Avg Grd | VA (Grades) |
| **All Students** | 9 | 22.2 | D+ | -0.39 | - | - | - | - | - | - | 34.9 | C+ | 0.00 |
| **Male** | 8 | 22.5 | D+ | -0.39 | - | - | - | - | - | - | - | - | - |
| **Female** | 1 | 20.0 | D | -0.39 | - | - | - | - | - | - | - | - | - |
| **Disadvantaged** | 2 | 30.0 | C | 0.06 | - | - | - | - | - | - | - | - | - |
| **Non-Disadv.** | 7 | 20.0 | D | -0.55 | - | - | - | - | - | - | - | - | - |
| **KS4: < 4** | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **KS4: 4 - 5.5** | 1 | 20.0 | D | -0.10 | - | - | - | - | - | - | - | - | - |
| **KS4: 5.5 - 7** | 6 | 21.7 | D+ | -0.53 | - | - | - | - | - | - | - | - | - |
| **KS4: 7+** | 1 | 40.0 | B | 0.15 | - | - | - | - | - | - | - | - | - |

| Surname | Forename | Gen | Disad. | PA | Grd | Pts | VA |
|---|---|---|---|---|---|---|---|
| Aden | Ismail | M | N | - | E | 10 | - |
| Ahmed | Mustafa | M | N | 5.7 | E | 10 | -1.4 |
| Casey | Javonni | M | N | 5.3 | D | 20 | -0.1 |
| Fazio | Antoni | M | N | 7.0 | B | 40 | 0.2 |
| Jawad | Nadia | F | N | 5.6 | D | 20 | -0.4 |
| Mera Vera | Liam | M | Y | 6.7 | B | 40 | 0.6 |
| Nur | Hussein | M | Y | 5.8 | D | 20 | -0.5 |
| Roach | Tarriq | M | N | 6.3 | D | 20 | -1.0 |
| Thomas | Paige-Cher | M | N | 5.8 | D | 20 | -0.5 |

| Surname | Forename | Gen | Disad. | PA | Grd | Pts | VA |
|---|---|---|---|---|---|---|---|

| Surname | Forename | Gen | Disad. | PA | Grd | Pts | VA |
|---|---|---|---|---|---|---|---|





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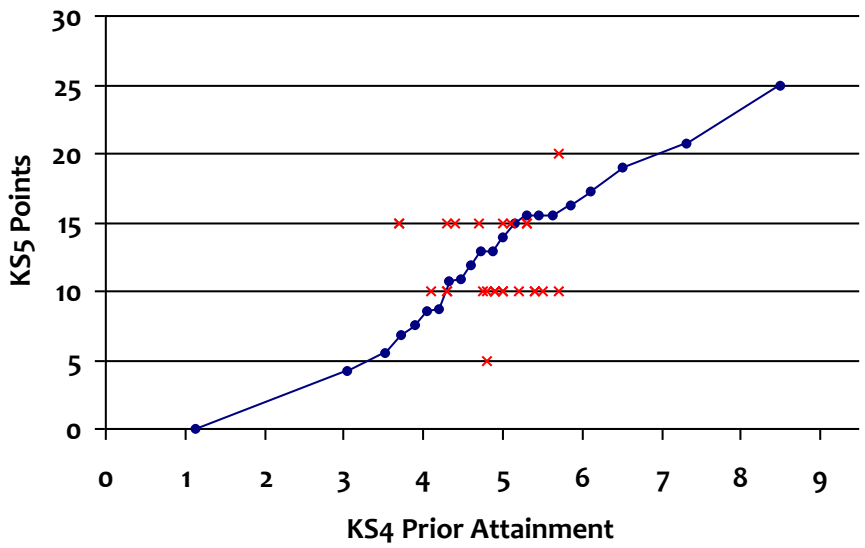
# South Bank Engineering UTC

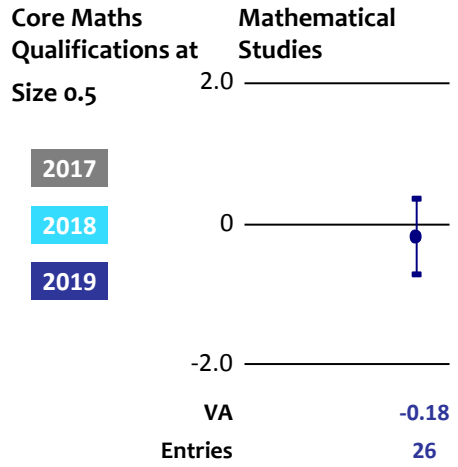
Core Maths Qualifications at Level 3 Mathematical Studies, Level 3 Value Added, Collection Year 13 - 1, Exam Year

| Grade | Points | No. of Students | Total Points |
|---|---|---|---|
| A | 25 | 0 | |
| B | 20 | 1 | 20 |
| C | 15 | 9 | 135 |
| D | 10 | 15 | 150 |
| E | 5 | 1 | 5 |
| U | 0 | 0 | |

**Total Points Achieved = 310**




**Value Added Trend:**




**Value Added (grades):**

$$\frac{\text{Tot Pts Achieved - Tot Pts Needed}}{\text{Number of Students x Size x 10}}$$

$$= \frac{310 - 334}{26 \times 0.5 \times 10}$$

$$= \boxed{-0.18}$$

| Prior Attainment Grade | <4 | 4-5.5 | 5.5-7 | 7+ |
|---|---|---|---|---|
| Number of Students | 2 | 21 | 3 | 0 |
| Average Estimated Points | 7 | 13 | 16 | |
| Average Estimated Grade | E+ | C- | C | |
| Total Estimated Points | 13 | 274 | 47 | |

**Total Points Needed = 334**

| | No. of Stud. | Ave Points | Ave Grade | Value Added |
|---|---|---|---|---|
| All Students | 26 | 12 | D+ | -0.2 |
| Male | 23 | 12 | D+ | -0.1 |
| Female | 3 | 10 | D | -1.1 |
| Disadvantaged | 7 | 11 | D+ | -0.1 |
| Non-Disadv. | 19 | 12 | D+ | -0.2 |
| KS4: < 4 | 2 | 15 | C | 1.7 |
| KS4: 4 - 5.5 | 21 | 11 | D+ | -0.3 |
| KS4: 5.5 - 7 | 3 | 13 | C- | -0.5 |

**Q3**

Value added quintiles displaying percentile rank (1-100 where 1 is the top percentile)

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# South Bank Engineering UTC

Core Maths Qualifications at Level 3 Mathematical Studies, Level 3 Value Added, Collection Year 13 - 1, Exam Year

| | This Collection | | | | Last Collection | | | Last Year (2017) | | | National (2017) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Num. stud. | APS | Avg Grd | VA (Grds) | APS | Avg Grd | VA (Grades) | APS | Avg Grd | VA (Grades) | APS | Avg Grd | VA (Grades) |
| **All Students** | 27 | 24.1 | D+ | -0.18 | - | - | - | - | - | - | 23.0 | D+ | 0.00 |
| **Male** | 24 | 24.6 | D+ | -0.06 | - | - | - | - | - | - | - | - | - |
| **Female** | 3 | 20.0 | D | -1.08 | - | - | - | - | - | - | - | - | - |
| **Disadvantaged** | 7 | 22.9 | D+ | -0.10 | - | - | - | - | - | - | - | - | - |
| **Non-Disadv.** | 20 | 24.5 | D+ | -0.21 | - | - | - | - | - | - | - | - | - |
| **KS4: < 4** | 2 | 30.0 | C | 1.67 | - | - | - | - | - | - | - | - | - |
| **KS4: 4 - 5.5** | 21 | 22.9 | D+ | -0.32 | - | - | - | - | - | - | - | - | - |
| **KS4: 5.5 - 7** | 3 | 26.7 | C- | -0.45 | - | - | - | - | - | - | - | - | - |
| **KS4: 7+** | - | - | - | - | - | - | - | - | - | - | - | - | - |

| Surname | Forename | Gen | Disad. | PA | Grd | Pts | VA |
|---|---|---|---|---|---|---|---|
| Achaibou | Ahmed | M | Y | 4.3 | D | 10 | -0.1 |
| Ahmed | Mustafa | M | N | 5.7 | B | 20 | 0.9 |
| Aiddoo-Mensah | Bassah | M | N | 4.9 | D | 10 | -0.6 |
| Aoki | Ryan | M | N | 5.0 | D | 10 | -0.8 |
| Barrett | Patrick | M | N | 4.8 | E | 5 | -1.6 |
| Benchouikh | Samir | M | N | 4.9 | D | 10 | -0.6 |
| Blin | Emmanuel | M | N | 5.5 | D | 10 | -1.1 |
| Fanus | Michael | M | Y | 5.3 | C | 15 | -0.1 |
| Hanson | Jeshua | M | Y | 4.9 | D | 10 | -0.6 |
| Hynes | Cameron | M | N | 4.8 | D | 10 | -0.6 |
| Kennedy | Jodie | F | N | 5.4 | D | 10 | -1.1 |
| Khaer | Aboul | M | N | - | C | 15 | - |
| Khan | Waled | M | Y | 4.1 | D | 10 | 0.3 |
| Kouassi | Sarah | F | N | 5.7 | D | 10 | -1.1 |
| Lopez Ordonez | Iker | M | N | 4.3 | C | 15 | 0.9 |
| Massheder | Jay | M | Y | 4.4 | C | 15 | 0.8 |
| Merkhel | Rahman | M | N | 3.7 | C | 15 | 1.7 |
| Mohammed | Agha | M | N | 5.0 | D | 10 | -0.8 |
| Mohammed | Elyas | M | N | 4.7 | C | 15 | 0.5 |
| Mohammed | Naima | F | Y | 5.2 | D | 10 | -1.0 |

| Surname | Forename | Gen | Disad. | PA | Grd | Pts | VA |
|---|---|---|---|---|---|---|---|
| Mohamud Shu | Isse | M | N | 4.8 | D | 10 | -0.6 |
| Musse | Abdullahi | M | Y | 4.3 | D | 10 | -0.1 |
| Nicholls | Frankie | M | N | 3.7 | C | 15 | 1.7 |
| Nyamekye Ans | Felix | M | N | 5.3 | C | 15 | -0.1 |
| Riane | Ayman | M | N | 5.4 | D | 10 | -1.1 |
| Sodimu | Damilola | M | N | 5.0 | C | 15 | 0.2 |
| Zeneli | Skender | M | N | 5.1 | C | 15 | 0.1 |

| Surname | Forename | Gen | Disad. | PA | Grd | Pts | VA |
|---|---|---|---|---|---|---|---|





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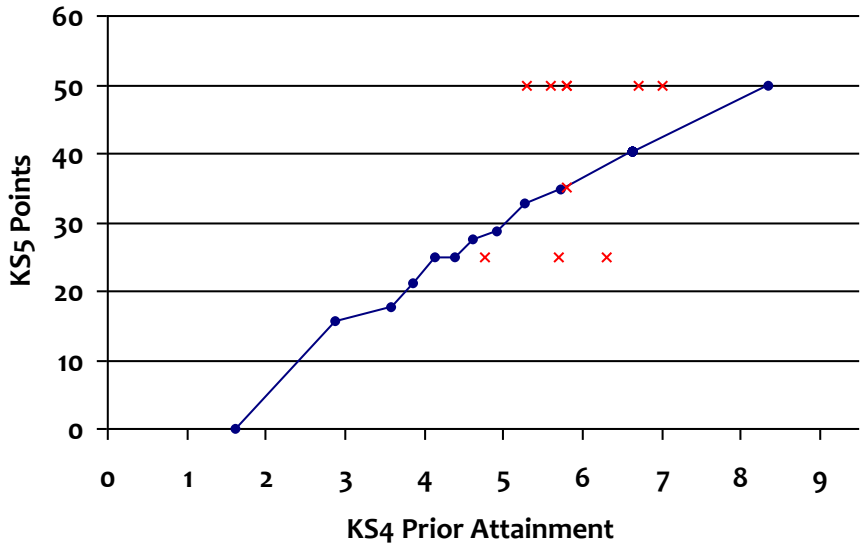
# South Bank Engineering UTC

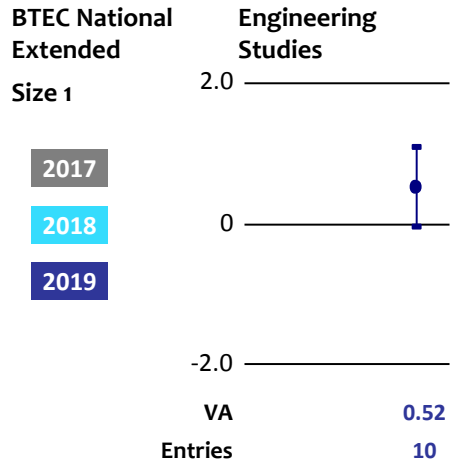
BTEC National Extended Certificate L3 - Band F - P-D* Engineering Studies, Level 3 Value Added, Collection Year 13

| Grade | Points | No. of Students | Total Points |
|---|---|---|---|
| Di* | 50 | 6 | 300 |
| Di | 35 | 1 | 35 |
| M | 25 | 3 | 75 |
| P | 15 | 0 | |
| U | 0 | 0 | |

**Total Points Achieved = 410**




**Value Added Trend:**




**Value Added (grades):**

$$\frac{\text{Tot Pts Achieved - Tot Pts Needed}}{\text{Number of Students x Size x 10}}$$

$$= \frac{410 - 358}{10 \times 1 \times 10}$$

$$= \mathbf{0.52}$$

| Prior Attainment Grade | <4 | 4-5.5 | 5.5-7 | 7+ |
|---|---|---|---|---|
| Number of Students | 0 | 2 | 7 | 1 |
| Average Estimated Points | | 30 | 36 | 42 |
| Average Estimated Grade | | Di- | Di | Di*- |
| Total Estimated Points | | 61 | 254 | 42 |

**Total Points Needed = 358**

| | No. of Stud. | Ave Points | Ave Grade | Value Added |
|---|---|---|---|---|
| All Students | 10 | 41 | Di+ | 0.5 |
| Male | 9 | 40 | Di+ | 0.4 |
| Female | 1 | 50 | Di* | 1.6 |
| Disadvantaged | 2 | 50 | Di* | 1.2 |
| Non-Disadv. | 8 | 39 | Di | 0.4 |
| KS4: 4 - 5.5 | 2 | 38 | Di+ | 0.7 |
| KS4: 5.5 - 7 | 7 | 41 | Di+ | 0.4 |
| KS4: 7+ | 1 | 50 | Di* | 0.8 |

**N/A**

Too few students nationally doing this subject to calculate quintiles

Q5 Q4 Q3 Q2 Q1





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# South Bank Engineering UTC

BTEC National Extended Certificate L3 - Band F - P-D* Engineering Studies, Level 3 Value Added, Collection Year 13

| | This Collection | | | | Last Collection | | | Last Year (2017) | | | National (2017) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Num. stud. | APS | Avg Grd | VA (Grds) | APS | Avg Grd | VA (Grades) | APS | Avg Grd | VA (Grades) | APS | Avg Grd | VA (Grades) |
| **All Students** | 11 | 38.6 | Di+ | 0.52 | - | - | - | - | - | - | - | - | - |
| **Male** | 10 | 37.5 | Di+ | 0.41 | - | - | - | - | - | - | - | - | - |
| **Female** | 1 | 50.0 | Di* | 1.57 | - | - | - | - | - | - | - | - | - |
| **Disadvantaged** | 2 | 50.0 | Di* | 1.19 | - | - | - | - | - | - | - | - | - |
| **Non-Disadv.** | 9 | 36.1 | Di | 0.35 | - | - | - | - | - | - | - | - | - |
| **KS4: < 4** | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **KS4: 4 - 5.5** | 2 | 37.5 | Di+ | 0.70 | - | - | - | - | - | - | - | - | - |
| **KS4: 5.5 - 7** | 7 | 40.7 | Di+ | 0.44 | - | - | - | - | - | - | - | - | - |
| **KS4: 7+** | 1 | 50.0 | Di* | 0.75 | - | - | - | - | - | - | - | - | - |

| Surname | Forename | Gen | Disad. | PA | Grd | Pts | VA |
|---|---|---|---|---|---|---|---|
| Aden | Ismail | M | N | - | P | 15 | - |
| Ahmed | Mustafa | M | N | 5.7 | M | 25 | -1.0 |
| Casey | Javonni | M | N | 5.3 | * | 50 | 1.7 |
| Fazio | Antoni | M | N | 7.0 | * | 50 | 0.8 |
| Jawad | Nadia | F | N | 5.6 | * | 50 | 1.6 |
| Mera Vera | Liam | M | Y | 6.7 | * | 50 | 0.9 |
| Mohamud Shu | Isse | M | N | 4.8 | M | 25 | -0.3 |
| Nur | Hussein | M | Y | 5.8 | * | 50 | 1.5 |
| Roach | Tarriq | M | N | 6.3 | M | 25 | -1.3 |
| Thomas | Paige-Cher | M | N | 5.8 | * | 50 | 1.5 |
| Williams | Devanyea | M | N | 5.8 | D | 35 | 0.0 |

| Surname | Forename | Gen | Disad. | PA | Grd | Pts | VA |
|---|---|---|---|---|---|---|---|

| Surname | Forename | Gen | Disad. | PA | Grd | Pts | VA |
|---|---|---|---|---|---|---|---|





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# South Bank Engineering UTC

Completion and Attainment - Collection Year 13 - 1, Exam Year 2019

South Bank Engineering UTC

**Pearson BTEC Level 3 National Extended Diploma in Engineering**

| | |
|---|---|
| Institution Average Point Score | 77.8 |
| National Average Point Score | 98.7 |
| Difference (points) | -20.9 |
| Difference (grades) | -2.1 |

| Surname | Forename | First appeared with result | Current Grade | Current Points | National Average Attainment | Difference (points) | Difference (grades) |
|---|---|---|---|---|---|---|---|
| Abu Serrieh | Nora | Year 12 - 1 | DDD | 105 | 98.73 | 6.27 | 0.6 |
| Achaibou | Ahmed | Year 12 - 1 | DDD | 105 | 98.73 | 6.27 | 0.6 |
| Aiddo-Mensah | Bassah | Year 12 - 1 | DDD | 105 | 98.73 | 6.27 | 0.6 |
| Allen-Mowatt | Tai-Moniere | Year 12 - 1 | - | 0 | 98.73 | -98.73 | -9.9 |
| Aoki | Ryan | Year 12 - 1 | DDM | 95 | 98.73 | -3.73 | -0.4 |
| Barrett | Patrick | Year 12 - 1 | DDM | 95 | 98.73 | -3.73 | -0.4 |
| Benchouikh | Samir | Year 12 - 1 | *DD | 120 | 98.73 | 21.27 | 2.1 |
| Blin | Emmanuel | Year 12 - 1 | DDD | 105 | 98.73 | 6.27 | 0.6 |
| Cockburn | Jahzeil | Year 12 - 1 | - | 0 | 98.73 | -98.73 | -9.9 |
| Dada | Olatomiwa | Year 12 - 1 | - | 0 | 98.73 | -98.73 | -9.9 |
| Fanus | Michael | Year 12 - 1 | DDD | 105 | 98.73 | 6.27 | 0.6 |
| Goncalves | Walter | Year 12 - 1 | DDD | 105 | 98.73 | 6.27 | 0.6 |
| Hanson | Jeshua | Year 12 - 1 | DMM | 85 | 98.73 | -13.73 | -1.4 |
| Hynes | Cameron | Year 12 - 1 | MMM | 75 | 98.73 | -23.73 | -2.4 |
| Jani | Angel | Year 12 - 1 | DMM | 85 | 98.73 | -13.73 | -1.4 |
| Kennedy | Jodie | Year 12 - 1 | DDD | 105 | 98.73 | 6.27 | 0.6 |
| Khaer | Aboul | Year 13 - 1 | *DD | 120 | 98.73 | 21.27 | 2.1 |
| Khan | Waled | Year 12 - 1 | MMP | 65 | 98.73 | -33.73 | -3.4 |
| Kouassi | Sarah | Year 12 - 1 | DDM | 95 | 98.73 | -3.73 | -0.4 |
| Lopez Ordonez | Iker | Year 12 - 1 | DDM | 95 | 98.73 | -3.73 | -0.4 |
| Massheder | Jay | Year 12 - 1 | DDM | 95 | 98.73 | -3.73 | -0.4 |
| Merkhel | Rahman | Year 12 - 1 | DMM | 85 | 98.73 | -13.73 | -1.4 |
| Miller | Ram'i | Year 12 - 1 | DDD | 105 | 98.73 | 6.27 | 0.6 |
| Mohammed | Agha | Year 12 - 1 | DMM | 85 | 98.73 | -13.73 | -1.4 |
| Mohammed | Elyas | Year 12 - 1 | DMM | 85 | 98.73 | -13.73 | -1.4 |
| Mohammed | Naima | Year 12 - 1 | MMP | 65 | 98.73 | -33.73 | -3.4 |
| Musse | Abdullahi | Year 12 - 1 | PPP | 45 | 98.73 | -53.73 | -5.4 |
| Nicholls | Frankie | Year 12 - 1 | DMM | 85 | 98.73 | -13.73 | -1.4 |
| Nyamekye Ansah | Felix | Year 12 - 1 | DDD | 105 | 98.73 | 6.27 | 0.6 |
| Osei-Senyah | Aaron | Year 12 - 1 | - | 0 | 98.73 | -98.73 | -9.9 |
| Riane | Ayman | Year 12 - 1 | MPP | 55 | 98.73 | -43.73 | -4.4 |

Note: Any student with a dash (-) as a grade is considered to have left the course.



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# South Bank Engineering UTC

Completion and Attainment - Collection Year 13 - 1, Exam Year 2019

South Bank Engineering UTC

**Pearson BTEC Level 3 National Extended Diploma in Engineering**

| | |
|---|---|
| Institution Average Point Score | 77.8 |
| National Average Point Score | 98.7 |
| Difference (points) | -20.9 |
| Difference (grades) | -2.1 |

| Surname | Forename | First appeared with result | Current Grade | Current Points | National Average Attainment | Difference (points) | Difference (grades) |
|---|---|---|---|---|---|---|---|
| Rodrigues | Herlani | Year 12 - 1 | MMM | 75 | 98.73 | -23.73 | -2.4 |
| Scarlett | Taniesha | Year 12 - 1 | - | 0 | 98.73 | -98.73 | -9.9 |
| Sodimu | Damilola | Year 12 - 1 | MMM | 75 | 98.73 | -23.73 | -2.4 |
| Taiwo | Ajibola | Year 12 - 1 | DMM | 85 | 98.73 | -13.73 | -1.4 |
| Xhaferraj | Amanda | Year 12 - 1 | DMM | 85 | 98.73 | -13.73 | -1.4 |
| Zeneli | Skender | Year 12 - 1 | DMM | 85 | 98.73 | -13.73 | -1.4 |

Note: Any student with a dash (-) as a grade is considered to have left the course.





University Technical Colleges®

Baker Dearing Educational Trust

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Student Recruitment

| | | Current Year 11 | Total |
|---|---|---|---|
| Year 12 intake 2019/20 | 126 | 17 | 143 |
| Year 10 intake 2019/20 | 34 | | 34 |

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| | CONFIDENTIAL |
|---|---|
| Paper title: | Risk Registers |
| Board/Committee: | UTC School Advisory Board Meeting |
| Date of meeting: | 27 February 2019 |
| Author(s): | Clym Cunnington, Trust Business Manager |
| Sponsor(s): | Nicole Louis, Chief Executive Officer |
| Purpose: | To Review |
| Recommendation: | The SAB is requested to review the Risk Registers |

**Executive Summary**

The Risk Registers identify the areas of risk within the Schools and the Trust. These are separated out into School and further into category of risk: Financial, Operational, Compliance, Strategic and Reputation.

For this particular meeting, we have submitted the UTC Risk Register for review and approval.

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**South Bank Academies UTC**
Strategic and Reputational Risks

| Risk No. | Risk Description | Risk Consequences | Impact | Probability | Overall Risk Rating | Existing Internal Controls and Evidence | Residual Risk Level | Assessment of Control Quality/Action Needed | Person Responsible | Direction of Travel | Next Review Date |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Failure of the UTC to recruit sufficient learners especially in Y710 and Y12 to make it viable | Significant financial risk<br>Risk that the confidence of stakeholders is diminished<br>Cash flow problems<br>Long term financial problems | 3 | 2 | 6 | Admissions Policy<br>Parent/Carer Communication<br>Marketing Strategy<br>Integrated Financial Curriculum Planning<br>Effective Networking | 2 | Moderate | Executive Principal<br>Principals<br>Marketing Team | ➔ | 2019-09-30 |
| 2 | Failure to ensure that the objectives for the UTC are met | Risk that the UTC fails to operate within the strategic<br>objectives agreed by the Local Advisory Body<br>Risk that the UTC's strategic objectives become<br>out of date or no longer appropriate<br>Risk that the UTC receives an unfavourable Ofsted Report<br>Risk that the objectives of the UTC are seen as controversial | 2 | 2 | 4 | Experienced Senior Leadership Team<br>Principals' performance management with internal and<br>external assessors<br>Active and experiences Trustees and Local Advisory Body<br>Stakeholders who take an active role in the operation of<br>the UTC<br>Regular Principal and Operations Meetings<br>External Advisors<br>Ofsted Action Plan<br>T&L focus of the Governors<br>Principals' Report<br>Data Harvest | 3 | Moderate | Executive Principal<br>Principals<br>Marketing Team | ➔ | |
| 3 | Poor Student outcomes | Poor examination results could cause a reputational and financial risk. Detrimental to student futures/careers. UTC's reputation at risk. | 3 | 2 | 6 | Teaching and Learning constantly monitored and reported.<br>Termly attainment reporting sent to management and pupils<br>Incoming students assessed for suitable attainment levels<br>Executive Principal educational oversight<br>UTC Improvment Partnership<br>External consultants to improve Teaching and Learning<br>Regular staff appraisals<br>Trust HR Manager to advise on Staffing and issues.<br>Principal reports to Local Advisory Body | 5 | Moderate/Weak | Exectuve Principal<br>Princiipal<br>SLT<br>Trust HR Manager | ➔ | |
| 4 | Failure to monitor and react according to the requirement of our stakeholders | Risk that stakeholders (especially students and families) and beneficiaries do not consider the UTC service to be valuable and high quality | 3 | 1 | 3 | Reports to Trustees<br>Reports to SAB<br>Parent/Carer Communication<br>UTC Council<br>Open Day Questionnaires<br>Parent, Student, Staff surveys | 2 | Strong/Moderate | Executive Principal<br>Principals<br>SLT | ➔ | |
| 5 | Failure to monitor and react according to the requirement of our stakeholders | Risk that competitors make more attractive offer to<br>stakeholders (students and families) leading to loss of students and poor retention.<br>Risk that stakeholders fail to differentiate between the<br>UTC and its competitors<br>Risk of competition or the same share of the market | 2 | 1 | 2 | Marketing Strategy<br>Effective Networking<br>Post 16 Investments and Improvements<br>Post 16 UTC Development Plan | 1 | Strong | Executive Principal<br>Principals<br>SLT<br>Local Advisory Board | ➔ | |
| 6 | Failure to assess and review alliances and partnership with other organisations | Risk that an alliance or partnership is no longer<br>appropriate<br>Risk to the integrity of the UTC | 1 | 1 | 1 | Networking<br>Visits to other UTCs<br>Principal Meetings<br>UTCs' Forum | 0 | Strong | Chief Executive Officer<br>Executive Principal<br>Principals<br>SLT | ➔ | |
| 7 | Failure to ensure Information Technology in the UTC is maintained to the highest standard | IT security risk<br>Risk to the corruption or loss of data<br>Risk that IT equipment and services are outdated and<br>no longer fit for purpose<br>Financial risk<br>Risk of Litigation | 2 | 1 | 2 | Outsourced IT service<br>Regular back up of information on outsourced servers<br>Acceptable Use Policy | 1 | Strong | Executive Principal<br>Principal<br>Vice Principal<br>Outsourced IT Services Provider<br>SLT<br>Trust Business Manager | ➔ | |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 8 | Failure to monitor the effect of risks over which the UTC has little or no control such as economic or natural disaster | Financial Risk<br>Risk of Litigation<br>Reputational risk | 1 | 1 | 1 | Part of UTC Insurance Review process organised by Trust Business Manager<br>Fixtures, Fittings, Employer, Public Liability held by the UTC<br>Disaster Recovery Plan<br>ICT Disaster Recovery Plan<br>Temporary building replacement scheme with insurers<br>PREVENT strategy used in UTC<br>Medical Reviews<br>PHSE program in UTC | 0 | Strong | Executive Principal<br>Principals<br>SLT<br>Trust Business Manager | ↓ | |
| 9 | Failure of the UTC to recruit Governors who have the appropriate profile | Risk that a Governor could attract negative publicity<br>Risk that stakeholders view Governors merely as extension of SLT<br>Risk that stakeholders lose confidence in the Local Advisory Body<br>UTC receives a set of Unqualified Accounts from its annual audit. Fines from the ESFA<br>Potential Financial Notice to Improve issues from the ESFA<br>Financial Risk, Risk of Litigation, Reputational Risk, Risk to the future of the UTC, Risk of poor moral affecting staff and stakeholders<br>Risk that committees fail to operate effectively<br>Risk that committee delegation is poor<br>Risk that Local Advisory Body does not delegate enough or delegates too much to the Principal or SLT.<br>Risk that the Terms of Reference are inadequate and/or unfit for purpose<br>Risk to the day-to-day operation of the UTC | 2 | 1 | 2 | Governor training and induction and recruitment process, formal application process<br>Regular Governors' skills audit<br>Monthly management accounts, budget monitoring<br>Reports to SLT and Local Advisory Body<br>Awareness of Financial Regulations<br>Effective Internal and External Audit<br>Monthly management accounts, internal; controls, daily reconciliations for real time data.<br>Review of monthly accounts by Chair of FGP, robust financial policies and procedures, disseminated to staff<br>Robust organisational monthly month-end review<br>Risk Assessment process, Health and Safety policy, guidance on Data Protection, annual Governors' review and Terms of Reference, clear guidance on senior staff roles and clear cover arrangements<br>Active Local Advisory Body membership, access to SLT for guidance and support | 1 | Strong | SBA Board<br>Local Advisory Boards<br>LSB Governance Team<br>Chief Operating Officer<br>Executive Principal<br>Principals | ↓ | |
| 10 | Failure to comply with legislative requirements. | Financial Risk<br>Reputational Risk<br>risk of Litigation<br>Risk of poor morale affecting staff and stakeholders<br>Risk to the future of the UTC and Trust | 3 | 1 | 3 | Clear policies disseminated to all staff<br>Risk Assessment Process<br>Health and Safety Policy<br>Guidance on Data Protection<br>External consultants and experts used<br>Regular external and internal review of legislative areas in UTC | 2 | Strong | Executive Principal<br>Principal<br>SLT<br>Trust Business Manager | ↓ | |
| 11 | Failure of The UTC and the Local Advisory Board to have procedures in place to cover the absence of the Principal or other members of the Senior Leadership Team | Financial Risk<br>Reputational Risk<br>Risk of poor morale affecting staff and stakeholders<br>Risk to the day to day operations of the UTC<br>Risk that Terms of Reference are inadequate or not fit for purpose | 2 | 1 | 2 | Clear guidance on Senior Staff roles clear cover arrangements<br>Regular Local Advisory Board meetings<br>CEO and Executive Principal meetings<br>Access to SLT for guidance and support<br>External Advisors Judicium, Local Authorities, LSBU Sponsor, UTC Improvment Partners<br>Regular meetings with the Executive Principal | 1 | Strong | Executive Principal<br>Principal<br>Local Advisory Board | ↓ | |
| 12 | High profile event in the UTC affects Trust overall and its reputation. | Risk to reputation nationally and locally to the UTC and the trust.<br>Risk to the Sponsor's reputation. | 3 | 1 | 3 | UTC has a Critical Incident plan which is reguarly assessed listing a delegation of duties in the event of an emergency situation.<br>Advice abnd Expertises of the sponsor LSBU to advise in difficult circumstances<br>Access to LSBU Sponsor legal expertise and advise | 2 | Strong | Executive Principal<br>Principal | → | |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 13 | Safeguarding incident at one of the UTCs. | Risk to reputation locally and nationally<br>DfE and HSE intervention depending on scale of the event.<br>Risk of drop in numbers of enrollments | 3 | 2 | 6 | Experienced SENDCO employed at UTC<br>All staff and governors are given safeguarding and prevent training annually<br>All students and staff complete e-safety training and firewalls are in place to secure all ICT networks. | 4 | Moderate | Executive Principal<br>Principal<br>SLT | ↓ | |

**South Bank Academies**
Operational Risks

| Risk No. | Risk Description | Risk Consequences | Impact | Probability | Overall Risk Rating | Existing Internal Controls and Evidence | Residual Risk Level | Assessment of Control Quality/Action Needed | Person Responsible | Direction of Travel | Next Review Date |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Failure to ensure that the quality of Management information produced by the UTC is of a high quality, timely and aids decision-making. | Risk that the financial and non-financial performance of the UTC cannot be managed or reviews by SLT<br>Risk that the financial and non-financial performance of the UTC cannot be challenged or reviewed by the Trust or SBA Board<br>Risk to the UTC of receiving poor audits and inspections | 2 | 2 | 4 | Regular reporting and review of performance against targets for recruitment<br>SIP and Self Evaluation<br>Trustee and Local Advisory Body reports and Minutes<br>Support from the UTC administration team<br>Outsourced Data platforms | 2 | Strong | Executive Principal<br>Principals<br>SLT | → | |
| 2 | Failure to ensure that the quantity of Management Information produced by the UTC is good enough to aid decision making | Risk that the SLT cannot take informed decisions<br>Risk that the Local Advisory Body cannot make informed strategic decisions<br>Risk that the Local Advisory Body has no financial expertise<br>Risk that the individual Governors' play a 'passive' role on the Local Advisory Body<br>Risk that leadership does not have the capability or experience within the sector, risk that the SLT do not have the integrity required.<br>Risk that succession planning is ignored, risk that too much emphasis is placed on entrepreneurial work and strategic objectives of the UTC are ignored.<br>Risk to staff and stakeholders of low morale, risk of poor recruitment of learners to UTC, risk of poor retention and success rates.<br>Risk of recruiting unsuitable staff, risk of poor appraisal, CPD processes and the need to instigate costly disciplinary procedures, tribunals etc.<br>Financial Risk, Risk of Litigation, Risk to the achievement of the UTC's Strategic objectives | 2 | 2 | 4 | Regular reporting and review of performance against target for recruitment<br>SLT review process<br>Trustee and SBA Board and Local Advisory Board reports and minutes<br>UTC Recruitment and Selection policy and procedures, continuing professional development, appraisal,<br>Staff Development strategy<br>ESFA Handbook<br>Active Senior Team Membership<br>Continuing Professional Development<br>Active Local Advisory Body membership<br>Trust HR Manager for recruitment and employment oversight | 2 | Strong | Executive Principal<br>Principals<br>SLT<br>Trust HR Manager | ↓ | |
| 3 | Failure to implement a Risk Management Strategy | Failure to optimise educational opportunities<br>Non-compliance with ESFA requirements<br>Exposure of the UTC to unnecessary risk<br>Increased cost, eg insurance | 1 | 1 | 1 | Thorough recruitment programme with all relevant staff trained<br>Comprehensive professional development<br>Strong Appraisal system<br>Competitive renummeration and career development. | 0 | Strong | Executive Principal<br>Principals<br>SLT<br>Local Advisory Board | → | |
| 4 | Failure to ensure the managers of the UTC possess the skills and experience required to manage the UTC | Risk that the leadership at all levels including subject areas does not have the capability or experience within the sector<br>Risk of poor recruitment of learners to the UTC<br>Risk of poor retention and success rates<br>Risk of recruiting unsuitable staff<br>Risk of poor appraisal, CPD processes and the need to instigate costly disciplinary procedures | 3 | 2 | 6 | UTC Recruitment and selection policy and procedures<br>Active Senior Leadership Membership<br>Continual professional development<br>Staff development strategy<br>INSET Training Days<br>Trust Finance Manager<br>Trust HR Manager | 4 | Moderate | Executive Principal<br>Principals<br>SLT<br>Trust HR Manager<br>Trust Finance Manager<br>Trust Business Manager<br>Chief Executive Officer | ↓ | |

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| 5 | Staff Recruited to the UTCs do not have the required skills and expertise to meet the strategic objectives of the UTC. | Risk to staff and stakeholders of low morale<br>risk of poor recruitment of learners to the UTC<br>risk of poor retention and success rates<br>Risk of recruiting unsuitable staff<br>Risk of poor appraisal CPD processes and need to instigate costly disciplinary tribunals. | 2 | 2 | 4 | UTC recruitment and selection policy and procedures<br>Active Senior Team involvement in Recruitment<br>Advice and support from the Trust Business Manager<br>Continuing professional development<br>Trust HR Manager oversight | 2 | Strong | Executive Principal<br>Principals<br>SLT<br>Trust HR Manager | ↓ | |
| 6 | Failure to recruit key teaching and support staff posts.<br>Inadequate competency of staff within the UTC. | Staff not able to carry out their duties<br>Poor management and decision making<br>Poor quality of teaching and learning leading to poor student outcomes<br>Inadequate Ofsted grading leading to reputational risk. | 2 | 3 | 6 | Thorough recruitment programme with all relevant staff trained<br>Comprehensive professional development<br>Strong Appraisal system<br>Competitive renummeration and career development. | 4 | Moderate | Executive Principal<br>Principals<br>Trust HR Manager | ↓ | |
| 7 | Inadequate number of teaching and support staff within the UTC. | Inadequate teaching and learning and student support leading to poor student outcomes. Unsatisfactory Ofsted grading leading to poor outcomes | 1 | 3 | 3 | Integrated Financial Curriculum Planning<br>Monthly monitoring of staffing<br>Exit interviews<br>Timely recruitment processes<br>Experienced Trust HR Manager in place | 2 | Strong | Executive Principal<br>SLT<br>Chief Executive Officer | ↓ | |

**South Bank Academies**

Compliance Risks

| Risk No. | Risk Description | Risk Consequences | Impact | Probability | Overall Risk Rating | Existing Internal Controls and Evidence | Residual Risk Level | Assessment of Control Quality/Action Needed | Person Responsible | Direction of Travel | Next Review Date |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Failure to ensure the UTC complies with employee legislation | Risk that legislative requirements are not known or complied with<br>Risk that Equal Opportunities legislation may not be complied with or discrimination in the work place may occur<br>Risk that Data Protection legislation may not be complied with<br>Risk that Human Rights legislation will not be complied with<br>Risk that employee contract legislation may not be complied with<br>Risk that employee Pension legislative requirements are not known or complied with<br>Risk that Health and Safety legislative requirements are not known or complied with<br>Fines for not ensuring right to work in the UK | 2 | 1 | 2 | Support of HR Advice and the associated policies and procedure<br>Support of UTC Data Protection Officer and supporting policy and procedure<br>Health and Safety Policy<br>First Aid Policy<br>Fire Safety Policy<br>Support from the UTC's external Health and Safety Officer<br>External Advisors – Judicium<br>Safeguarding policy | 1 | Strong | Executive Principal<br>Principals<br>Trust HR Manager | ↓ | |
| 2 | Failure to ensure the UTC complies with environmental legislation | Risk that UK legislative requirements are not known or complied with | 1 | 1 | 1 | Reporting to SLT and Local Advisory Body<br>Support of the site team as appropriate<br>Monthly Management Accounts<br>Reports to Finance and General Purposes Committee and the Local Advisory Body<br>Budget monitoring<br>Awareness of Financial Regulations and AFH<br>Effective External Audit<br>3 year financial forecasts<br>Support from the Responsible Officer<br>Recycling program both teachers and students<br>IT disposal policy | 0 | Strong | Executive Principal<br>Principals<br>Trust Business Manager<br>SLT | ↓ | |

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| 3 | Failure to ensure the Financial reporting requirements of the UTC are met | Risk that the legislative requirements relating to the production and reporting of the Statutory Accounts are not known or complied with<br>Risk that the legislative requirements relating to Accounting Standards are not known or complied with<br>Risk that the Charities Statement of Recommended Practice [SORP] legislative requirements are not known or complied with | 3 | 2 | 6 | Monthly Management Accounts<br>Reports to Finance and General Purposes Committee and the Local Advisory Body<br>Budget monitoring<br>Awareness of Financial Regulations and AFH<br>Effective External Audit<br>5 year financial forecasts<br>Support from the UHY internal Audit<br>Governors Annual Audit against financial handbook.<br>Governors Control document | 4 | Moderate | Executive Principal<br>Principals<br>Local Advisory Board<br>Chief Executive Officer<br>Trust Business Manager | → | |
| 4 | Failure to ensure that the UTC ensures that Data Protection systems, procedures and processes are adequate | Risk that the legislative requirements relating to the protection of data are known and complied with<br>Financial risk<br>Litigation risk | 2 | 1 | 2 | Support of outsourced Data Protection Officer and supporting policy and procedure<br>Data Audit by external consultant<br>Trust has an updated GDPR Policy<br>All Trust and UTC staff have received GDPR training | 1 | Strong | Executive Principal<br>Principal<br>SLT | → | |
| 5 | Failure to ensure that the UTC is compliant in respect of Welfare issues | Risk that the legislative requirements relating to disability are not known or complied with<br>Risk that the legislative requirements of the Child Protection Act are not known of complied with | 2 | 1 | 2 | Support of HR Manager and the associated policies and procedures<br>Parent/Carer Communication<br>DBS Policy<br>Citizenship Policy<br>Personal, Social, Health Education Policy<br>Reporting mechanisms to the Local Advisory Body<br>Safeguarding Officer and ongoing training<br>RESPECT procedures<br>Epipen Training<br>Attendance Review | 0 | Strong | Executive Principal<br>Principal<br>SLT | → | |
| 6 | Failure to ensure that the UTC is compliant in respect of the requirements of the UTC sector | Risk that the legislative requirements relating to the National Curriculum are not known or complied with<br>Risk that the legislative requirements relating to mental health are not known or complied with | 1 | 1 | 1 | Reporting mechanisms to the Local Advisory Body<br>Government Website and advice<br>External website subscriptions – The Key<br>Exam entries<br>Subscriptions to professional bodies<br>Curriculum leaders meeting and regular review<br>TBM networking with Baker Dearing and SBM group for UTCs | 0 | Strong | Executive Principal<br>Principals<br>SLT<br>Trust Business Manager | ↓ | |
| 7 | Failure to ensure that the UTC is compliant in respect of the requirements of the Government and other relevant Authorities | Risk that the terms and conditions relating to the payment of any grant is not known of complied with<br>Risk that the legislative requirements relating to licensing are not known or complied with | 1 | 1 | 1 | Reports to SLT and the Local Advisory Body<br>Ofsted Inspections<br>Internal and External Audit<br>Networking<br>Visits to other UTCs<br>Principals' Meetings<br>External subscriptions – The Key (UTCs and Governors) | 0 | Strong | Executive Principal<br>Principals<br>SLT | ↓ | |
| 8 | Inadequate level of expertise and challenge on Local Govering Body leading to ineffective local governance. | Failure to achieve mission and objectives of the UTC/Trust. Poor decision making and information flow. | 1 | 3 | 3 | Approporiate recruitment process for governors. Representation of the Trust on local governing bodies<br>Annual review of local governing bodies including skills audit. | 2 | Strong | Executive Principal<br>Principal<br>Local Advisory Board | → | |
| 9 | Serious breach of health & safety regulation or disability legislation occurs | Risk of litigation and Reputational risk. | 3 | 1 | 3 | Policies and procedures consistent with relevant legislation.<br>Independent audit on Health and Safety and Policies<br>Regular reports to the board<br>Oversight of Trust Business Manager<br>Adequate insurance cover through Govt recommended RPA Scheme | 2 | Strong | Executive Principal<br>Principal | → | |

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| 10 | Land and Buildings are fit for purpose | Damage to property due to poor maintenance could cause disruption to business continuity and cause damage to pupils learning and UTC reputation | 3 | 1 | 3 | Maintenance programme in place assessed and monitored by Principal and forwarded to Trust<br>Adequate budgets for building maintenance are provided<br>Regular site checks and external audits<br>Appointment of skilled, qualified Premises Manager and team<br>Funding by the Trust for Capital Expenditure on Buildings<br>Access to CIF bid expertise and consultants. | 2 | Strong | Executive Principal<br>Principal<br>Trust Business Manager<br>Vice Principal<br>Business Support Officer | ➔ | |
| 11 | Failure to safeguard Trust or UTC Assets from thefor or damage by a third party. | Damage to building and assets<br>Health and saftey risk to students and staff<br>Reputational damage and poor learning outcomes. | 2 | 1 | 2 | UTC has adequate security systems<br>Budgetary allowance for upkeep and maintenance<br>Asset registers at each establishment are monitored and auditted regularly<br>DFC Fundiing for maintenance and upkeep.<br>Adequate insurance is provided by Govt recommended insurance scheme RPA | 1 | Strong | Principal<br>Vice Principal<br>Premises Manager | ➔ | |

| Risk Calculation | Probability | | |
|---|---|---|---|
| Impact | 1 low | 2 medium | 3 high |
| 1 low | 1 | 2 | 3 |
| 2 medium | 2 | 4 | 6 |
| 3 high | 3 | 6 | 9 |

# South Bank Engineering UTC

## GOVERNORS' VISIT FORM

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

**Name of Governor: Jo Young**

**Date of Visit: 7/11/18**

**Focus of Visit, with link to strategy and school development plan (agreed in advance with Principal):** SEND – First visit as SEND Governor. Purpose to familiarise with SENDCO and status of SEND provision

**Summary of activities e.g talking to staff and pupils, looking at specific resources, having lunch etc.:** Lunch with staff and students – Food good quality and popular with students. All students polite and well behaved, courteous to each other and catering staff.
Talked to SENDCO, reviewed records for SEND students. See attached checklist

**What have I learned as a result of my visit? (relate this back to focus of visit)**
Understanding of level of SEND needs within school

**Aspects I would like clarified/questions that I have:**
Who is responsible for ensuring that funds are received from Local Boroughs?

**Actions for the school advisory board to consider:**
Consider including SENDCO on Senior Management Team, or have clearly defined responsibility within SMT to back up SENDCO
New SEN Policy needs completion and dissemination ASAP
Funding from Boroughs confusing/non-payment – who is responsible to clarify/chase funding.
Ensure that all staff have attended SEND CPD, consider keeping register of CPD attendance.
SEN Information Report is not available and on website.

**Any other comments/ideas for future visits:**

**Signed:** _ _ _ J Young _ _ _ _ _ _ _ _ _ _ _ _ _ _ **Date:** _15/1/19 _ _ _ _ _ _ _ _ _

(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)

# South Bank Engineering UTC

| Question | Response/Points for Action |
|---|---|
| Who is SENDCO? | Abbie Savoy, p/t 3 days per week, Qualified teache. Currently studying National award for SENDCO, predicted completion xmas 19. Not part of Senior Management Team, as is recommended by Code of Conduct. This may affect empowerment. Recommendations not always responded to, have to go though SMT |
| How Inclusive is the school?<br><br>How well does policy meet the needs of pupils?<br>How well are reasonable adjustments for disabled pupils being made?<br><br>What are the attendance rates like for SEND?<br>What are the exclusion rates for pupils with and without SEN?<br>What transition arrangements are in place for pupils with SEN? | Very inclusive, whole school ethos appropriate to SEN. Pupils have chosen to be there. No barriers to participation<br>New Policy in development, not yet completed. 37 on SEND register, 6 EHCP require specialist intervention.<br>Whole school interventions used to reduce cost and benefit all pupils e.g. SALT<br>Reasonable adjustments include access arrangments for exams, lift key, footwear, sensory issues.<br>Broadly in line with whole school, 2 outliers<br><br>Zero to date this year, last year 10+ managed. Case study 1 pupil excluded every half term, broke cycle with combined pastoral, SEN, SLT liason<br>Yr 9-10 difficult, as unusual timings, summer induction day, ease into 1st week<br>Yr 13 case study pupil only ever been to special provision, moved onto uni from UTC, supported UKAS, parental support, supported uni visit |
| What is the quality of teaching like for pupils with SEN across the school? | TA small group withdrawl teaching in English, awaiting new staff |
| How is SEN identified in the school? | Register from application forms, school files and observation. All staff can refer, parents can email/call. All subjects checked and if no progress after'normal' intervention, call parents raise concern for parental permission. This can be a barrier. Below national data 11% compared to 20% |
| What funding does the school receive for SEN? | This is not clear. 6 EHCP, multi borough all get different allocations, non payment by councils. Nothing allocated from school budget. Any requirements go straight to Principal |
| What progress are pupils with SEN making in the school? | Too early to tell |
| What use is made of external agencies for supporting SEN? | Buy in SALT from Evelina Childrens Hosp<br>Ed Psych form Lambeth<br>National Autistic Society – liasing with parents<br>Lambeth Autism Advisory Service |

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|---|---|
| What impact does their input have | CAMHS – slow to respond |
| What training have staff had on SEND? | SENDCO timetables onto CPD rota (1hr training sessions), SEND folder available to all staff If staff miss sessions, not obliged to catch up, no register of attendance.<br>SENDCO wants to create audit to tailor sessions to gaps |
| Is the schools SEN Information Report on the schools website? | No, in development. Priority |
| How does the school use person-centred practice?<br>What do parents say?<br>What do students want? | Students present at any planning meeting, involved in decisions. Parents want more provision. Students want to blend in, don't want obvious support |
| What support do you need from Governing body to help pupils with SEND make better progress | More money, empowerment, check policies and challenge practice, admin support. |

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