

Meeting of the University Academy of Engineering School Advisory Board

4.00 pm on Thursday, 21 March 2019
in University Academy of Engineering - Trafalgar Street, London SE17 2TP

Agenda

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
1.	Welcome and apologies		CM
2.	Declarations of interest		CM
3.	Minutes of previous meeting	3 - 8	CM
4.	Matters arising	9 - 12	CM
Items to discuss			
5.	Curriculum and staffing plan for 2019/20	To Follow	JP
6.	Safeguarding software overview and attendance targets	13 - 16	JB,AM
7.	Sixth form curriculum offer, progress update and recruitment update	17 - 20	ML
8.	Year 6 admissions update	To Follow	RH
9.	Year 7 to 10 assessment and reporting model	21 - 30	JT
10.	Pupil premium spending 2018/19	31 - 34	JT
11.	Link governor roles' update (to review)	35 - 36	AE
Items to note			
12.	Governors' visit update	37 - 38	AE
13.	SBA and SAB Chairs' recruitment update	39 - 40	AE

Date of next meeting
4.00 pm on Thursday, 9 May 2019

Members: Chris Mallaband (Chair), Veronica Allen, Karen Fowler, Zakir Matin, Lesley Morrison, Tony Roberts and John Taylor

In attendance: Jason Badu, Rob Harding, Meirion Lewis, Annette Moses, Jason Philipsz and Alexander

No. Item

Pages

Presenter

Enibe

**Minutes of the meeting of the University Academy of Engineering School
Advisory Board
held at 3.30 pm on Thursday, 31 January 2019
University Academy of Engineering - Trafalgar Street, London SE17 2TP**

Present

Nicole Louis (Chair)
Zakir Matin
Veronica Allen
Lesley Morrison
Tony Roberts
John Taylor

Apologies

Karen Fowler

In attendance

Alexander Enibe

1. Welcome and apologies

The Chair welcomed the governors to the meeting, including Annette Moses (Vice Principal).

The Chair confirmed that Annette Moses has also been appointed the Vice Principal at the UTC and on secondment on 2-day a week at the UTC.

The above apology was noted.

2. Declarations of interest

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

3. Minutes of previous meeting

The SAB approved the minutes of the previous meeting held on 29 November 2018.

4. Matters arising

The SAB noted all matters arising from the previous meeting.

On matters arising from item 12 on governance update, the SAB agreed that the curriculum link governor should meet with the Principal to discuss how the curriculum link governor role would be better maximised.

The SAB discussed the vacancies on the SAB, and agreed that two more local governors be recruited. The SAB requested that the clerk should begin the recruitment process.

The SAB noted that the last SAB meeting Karen Fowler attended was 4 October 2018.

5. **Principal's report**

The SAB discussed the Principal's report.

The SAB noted the safeguarding report. The SAB queried the high number of fixed term exclusions in the school. A governor asked what the pupils were excluded for, and the Vice Principal explained that they were excluded for defiance, bad behaviour etc. The Vice Principal also confirmed that the UAE exclusions, when compared to national expectations are low and reported incidents of bullying are also low.

The SAB noted the actions being taken by the UAE on safeguarding, attendance and welfare.

The SAB noted that there has not been a safeguarding visit to the school. The Pupil premium link governor volunteered to cover the safeguarding link governor role.

The SAB noted that the UAE is moving to using CPOMS, which is a bespoke safeguarding recording software programme. The Vice Principal confirmed that this system is being used in many schools. The SAB requested for an overview on CPOM.

The Vice Principal confirmed that the sex relationship education curriculum newly introduced is well received by the pupils, and this has been introduced to ensure consistent delivery of Sex and Relationship Education topics.

The Vice Principal advised the SAB to read the DfE 'keeping children safe in education' and to confirm having read it.

Update on financial position - the Principal confirmed that he currently uses his spreadsheet to track spending at the school because the software is being worked on and would be ready in a couple of weeks.

The Principal confirmed that the accounts are up to November 2018, reflecting expenditure. The Principal confirmed that he now meets the Business Manger weekly, which helps give a clearer picture.

A governor asked the Principal about the issue of boiler. The Principal confirmed that the Trust has reserved some money to cover this area.

The Principal mentioned that the UAE wants to expand and would like to know where the funds will come from. Whether the reserves can be released

or they would have to save from their budget. The CEO confirmed that this decision would be taken at the next SBA Board meeting in March 2019 and the SAB can look at what the Principal wants to invest in at the next UAE SAB meeting in March 2019.

The SAB requested that the Principal should have curriculum and staffing plan for the next UAE SAB meeting in March 2019.

The SAB also requested that the Principal have the Pupil premium in the budget and bring it to the next UAE SAB meeting in March 2019.

Risk register – the Principal raised concerns about the current UAE risk register and requested that he be involved in the development of the UAE risk register.

The SAB requested that the Principal liaise with the Business Manager and contribute to the development of the UAE risk register.

6. Question & Answer session on the SEF and the SDP

The SAB noted the Self-evaluation form and School Development Plan.

The SAB are happy with the SEF and SDP.

'Day 10' - a governor asked the Principal what the success criteria is for this programme. The Principal responded that knowing the number of students that have participated in the programme, and teachers and students feedback. The Principal confirmed that he was working on how the success criteria can be measured.

In answering a question, the Principal confirmed that six percent of curriculum time will be lost because of 'Day 10'. A governor asked the Principal if he could consider changing the timing at the school, the Principal confirmed that the timing is good and he does not think there was any need to change it.

The Principal confirmed that the pupils that are participating in 'Day 10' are Years 7, 8, 9 and 10. Year 11 pupils are not involved because of their exams. The Principal confirmed that there are different projects being done under 'Day 10' like; teaching the pupils how to build sensors, and the pupils are learning.

The Principal offered the SAB to visit and see what the pupils are being taught.

A governor asked the Principal if the 'Day 10' programme is financially sustainable, the Principal confirmed that it is financially sustainable.

7. Presentation on Intervention and Support for Year 11

Rob Harding joined the meeting.

The SAB noted the presentation on intervention and support for Year 11. The Principal confirmed that this is linked to Key stage 4 interventions.

The Principal confirmed that the presentation was provided based on the results from the 2018/19 mock exams.

A governor asked a question about the sustainability of the interventions being put in place for Year 11. The Principal confirmed that although it would cost around £55k, as they would also be investing in teachers' CPD, and this would not affect the budget, as it has been budgeted.

Rob confirmed that previously, there was no investment in music as it was being developed, but this is now a strong subject.

A governor asked if the Academy had not had good teachers for computer science and other science studies. Rob confirmed that he was not confident about the previous teachers in these areas but there has been changes and thinks that the current teachers are good.

The Principal confirmed that the senior leadership team are also having to do some teaching because the students have not been getting good teaching historically, and the teachers are inexperienced.

A governor asked the question about when there would be conversation about a policy on having quality teachers. Another governor responded that having new teachers, investing in them and allowing them grow is also a good thing. The Principal also said that getting experienced and good teachers are not also easy.

The SAB noted the concerns across the subjects and asked whether the interventions are brought in early enough. Rob responded that there are 20 students that are being monitored with targeted interventions to bring them where they ought to be. Rob listed a number of interventions being deployed, including working with Dulwich tutors etc.

A governor suggested that it was better to start monitoring the pupils earlier at the lower key stage, so that if there are gaps, then the Academy will start the interventions and not wait until they get to Year 11 before there are interventions.

The Principal confirmed that a new curriculum is being introduced and there would be focus on summing assessment. The Principal suggested that the curriculum link governor should make a link governor visit to see what is being done.

The SAB requested that the Principal should circulate the exam results in April, and the Principal should prepare interventions and come back to the SAB.

Rob Harding left the meeting.

**Date of next meeting
3.30 pm, on Thursday, 21 March 2019**

Confirmed as a true record

..... (Chair)

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**UNIVERSITY ACADEMY OF ENGINEERING SCHOOL ADVISORY BOARD - THURSDAY, 31 JANUARY 2019
ACTION SHEET**

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
4.	Matters arising	<p>The SAB requested that the curriculum link governor should meet with the Principal to discuss how the curriculum link governor role would be better maximised.</p> <p>The SAB requested that the clerk begin the process of recruiting two more local governors to the SAB.</p>	21 March 2019	<p>Zakir Matin</p> <p>Alexander Enibe</p>	<p>completed</p> <p>on plan</p>

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
5.	Principal's report	<p>Pupil premium link governor to cover safeguarding link governor role.</p> <p>The SAB requested for an overview on CPOM.</p> <p>The SAB requested to read the DfE 'keeping children safe in education and to confirm having read it.</p> <p>The SAB requested that the Principal share his spending plan (budget) at the next meeting on 21 March 2019.</p> <p>The SAB requested that the Principal provide the curriculum and staffing plan at the next meeting on 21 March 2019.</p> <p>The SAB requested to see the Pupil Premium in the budget and provide at the next meeting on 21 March 2019.</p> <p>The SAB requested that the Principal liaise with the Business Manager and contribute to the development of the UAE risk register.</p>	<p>21 March 2019</p> <p>21 March 2019</p> <p>21 March 2019</p> <p>21 March 2019.</p>	<p>Lesley Morrison</p> <p>Annette Moses</p> <p>SAB</p> <p>John Taylor</p> <p>John Taylor</p> <p>John Taylor</p> <p>John Taylor/Clym Cunnington</p>	<p>To do</p> <p>on agenda</p> <p>circulated</p> <p>To do</p> <p>on agenda</p> <p>on agenda</p> <p>To do</p>

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
7.	Presentation on Intervention and Support for Year 11	<p>The Curriculum link governor to visit the Academy to see what is being done on the new curriculum.</p> <p>The SAB requested that the Principal should circulate the exam results in April and prepare interventions based on the April exam results and come back to the SAB meeting in May 2019.</p>	<p>21 March 2019</p> <p>May 2019</p>	<p>Zakir Matin</p> <p>John Taylor</p>	<p>completed</p> <p>To do</p>
10.	<p><u>From meeting of Nov 2018</u></p> <p>Student attendance</p>	<p>The SAB requested that the Principal set targets for students' attendance at the UAE, using the national targets.</p>	<p>21 March 2019</p>	<p>John Taylor</p>	<p>on agenda</p>

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AWARDS 2018
WINNER

CPOMS



AWARDS 2018
WINNER

What is CPOMS and How Do We Use It?

- **CPOMS** is the market leading software application for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues.
- **We use CPOMS** to help with the management and recording of child protection, behavioural issues, bullying, special educational needs, domestic issues and recording interventions.
- **We also use CPOMS**, to ensure that students are safe and fully supported, whilst our staff can focus on teaching and providing support, instead of administration.
- **CPOMS** allows us to record information in a central repository and have relevant people (our safe guarding team alerted immediately).
- With CPOMS we are able to build a chronology around a student and can produce reports on vulnerable pupil groups for **Case Conference Meetings, Governors** and **Ofsted** at the touch of a button.



Builds A Chronology

CPOMS allows you to quickly, easily and above all else securely record all of the information you have on a child in one place. The chronology around a student is built automatically and trends are much easier to spot than they would be on bits of paper. Members of staff from across school can add information to **CPOMS** allowing Senior Leaders to take appropriate follow up action thereafter.



Works Anywhere

CPOMS can be accessed from wherever you have an internet connection and will display neatly across all devices including tablets and smartphones. How often do busy members of staff get home in an evening and think that they should have recorded a key piece of information? With **CPOMS** they can do it there and then and have key members of staff alerted.



Powerful Reporting

It's no good having all of your information neatly stored if you cannot interrogate it. Reporting within **CPOMS** allows you to analyse your data with a few clicks of a mouse. Unlike many report builders, the system is intuitive and doesn't take any training. Needing summary numbers for the **Governors** or **Ofsted**? You have them, instantly!



Fully Customisable

CPOMS can be tailored to meet your schools exact needs. You decide what categories of information you would like to monitor and away you go. Want to add a new category? No problem, it can be done in seconds. You could record all of your **Child Protection** and **Safeguarding** information as well as recording notes about interventions for **Pupil Premium** Students or those with **SEN**.

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New 6th Form offer and Rational

Entry Criteria

Vocational Pathway: Minimum of 4 GCSE's at Grade 5-9 including Maths and English (A Merit at Level 2 BTEC will count as 1 GCSE)

A Level Pathway: Minimum of 6 GCSE's at Grade 5 – 9 including Maths and English. Individual courses have differing entry criteria

Course	Qualification	Entry Criteria
Engineering (BTEC)	Sub –Diploma (Equivalent to 1 A Level) Diploma (Equivalent to 2 A levels) Extended Diploma (Equivalent to 3 A Levels)	4 GCSE's at Grade 5-9 including Maths and English
Biology	A Level	7 in Biology or 7-7 Combined Science
Business Studies	A Level	6 in Maths
Chemistry	A Level	7 in Chemistry or 7-7 Combined Science
Drama and Theatre	A Level	6 in English and Drama
Economics	A Level	6 in Maths
EPQ	AS Level (half an A level)	
English Literature	A Level	7 in English
History	A Level	6 in English and History
Maths	A Level	7 in Maths
Further Maths	A Level	8 in Maths
Physics	A Level	7 in Physics or 7-7 Combined Science
Politics	A Level	6 in English
Product Design	A Level	6 in Art or DT
Psychology	A Level	6 in Maths. 6 in Biology or 6-6 in Science
RS (Philosophy and Ethics)	A Level	6 in English
Sociology	A Level	6 in English

There is also the potential to offer History and Media Studies at A Level, dependent on numbers.

Rational

September 2019 will be a hugely significant date in the development of UAE South Bank Sixth Form. This will be the month when the first 'home grown' students walk through the doors as members of our newly expanded Year 12 cohort. Not only will the numbers of students in the year group rise but the range of subjects we offer at A Level will also broaden to cater for the increased breadth of interests. In addition to the A level courses next year, we will also offer a Level 3 BTEC in Engineering and the Extended Project Qualification (EPQ).

We needed to make a decision on our Unique selling point (beyond BTEC Engineering) and we have opted for an Academic 6th Form that prepares students, in the main, for selective universities

We only have capacity for 75 students in Year 12 so we are only going to be able to cater for half of our Year 11 students (when full). This meant that a decision needed to be made as to who our target group was going to be. The decision was made to opt for an Academic 6th Form that prepares students, in the main, for selective universities. It fits in well with our core principles of Ambition and Confidence and we are already working with organisations such as The Access Project and Aim Higher to move in that direction.

This decision had an obvious effect on the subjects we are going to offer as we will focus, in the main, on A Levels over BTEC's and we also need to ensure that the Facilitating Subjects are covered. In addition, the Year 11 students were interviewed in November to find out what subjects they would be interested in taking next year. With both these factors in mind, the list of potential subjects was put together in time for our 6th Form open evening.

The list was further trimmed and adjusted based on choices stated in applications and potential numbers. The Entry criteria are deliberately stringent to ensure that the students begin our 6th Form with a realistic chance of obtaining the grades necessary to gain offers from selective universities.

Summary of Year 13 progress data from mock examinations sat in February.

Subject value added

The current residual score gives a comparison of what each student achieved in their mock examination against what students from the same starting points achieved nationally in their actual A level examination. A residual of 0.00 means that our students achieved in line with other students nationally. A residual of -0.5 means that the combined results for that subject were ½ a grade below what students achieved nationally.

These results for A level subjects are already ahead of what our Y13 students achieved last year. Their final examination value added score was -1.04.

These results indicate that if our students make 1/3rd of a grade improvement in every subject from February to their summer exam, we will achieve a positive value added this year.

Subject name	Qualification	Current Residual
Biology	A level	-0.33
Chemistry	A level	-0.33
Economics	A level	0
Maths	A level	-0.38
Product Design	A level	0
Physics	A level	-0.5
Bus Studies	A level	-0.55
Engineering	Level 3 BTEC	0.36
Overall		-0.22

Recruitment update

55 Applications to date:

- 38 internal applications

- 16 external applications (11 of those are for BTEC Engineering)

The quality of the internal candidates is generally strong and most on track to meet the criteria for the A Level subjects they want to study

Number of internal applications are currently lower than expected due to 2 main reasons:

1. A number of our Year 11 students have decided not to apply after seeing the entry criteria
2. A number assumed they would be getting a place and did not need to apply. I have spoken to Year 11 again and applications have been increasing over the past week.

Key Stage 3 Assessment Model

November 19th 2018

Target setting

- All students given a GCSE target for each subject during year 7
- This is initially their FFT20 target (which uses KS2 attainment)
- This can then be moderated using CAT scores

Formative assessment

- Every module
- To establish barriers to learning and identify next steps for teaching and learning
- Using predetermined tasks or tests
- Developmental feedback given to students
- Students interact with the feedback from this assessment
- It is clear that the formative assessments inform teaching
- The nature of the formative assessment can vary from department to department, but teachers will have to justify its usefulness

Mid - Year reporting to parents

- Based around the outcomes of formative assessment
- Informs parents of what their child has demonstrated they can do, and what they have struggled with
- Suggests next steps for learning

End of Year summative assessment

- Formal examination with grade boundaries
- Selection from the domain of content covered in that year, with some from previous years
- For Y8 and Y9: suggest 75% based on in year content, 25% from previous years content
- Each student given a grade A to E based on examination %

What does the summative A to E grade tell us

- It tells us how well the student did on the questions that were on the exam, on the day of the exam.
- That's it.

Deciding on grade boundaries for Y7, 8 and 9 end of year assessments

- Grade A indicates that a student is showing the performance that you would expect of one that will eventually gain a grade 8 or 9 at GCSE in your subject.
- Grade Bgrade 6 or 7 at GCSE
- Grade C....grade 4 or 5 at GCSE
- Grade D....grade 2 or 3 at GCSE
- Grade E....grade 1 or ungraded at GCSE

Moderating the grade boundaries to increase their reliability

- Annual moderation exercise where teachers share their assessments and grade boundaries
- Also: Some students will also take the English and Maths assessments from 'GL' or 'No more marking'
- These assessments are taken by students across the country and are designed to provide accurate predicted GCSE outcomes
- The outcomes of these assessments can then be used to moderate grade boundaries for our internal end of year assessments

What will cause the model to fail

- Not enough range of challenge in the end of year assessment
 - The assessment needs to be able to differentiate between students who are capable of gaining a grade 9 from those who are capable of gaining a grade 7, whilst also differentiating between grade 2 and grade 1 students.

Teaching to the test

- The assessments are designed to test a small sample of knowledge from a wide domain, they cannot be allowed to impact on the breadth or depth of the curriculum that you teach. If they do this there will be a negative impact on learning and GCSE outcomes
- Expecting students to improve their grade over time
 - If a student work well in year 7 and gets a grade C, and then continues to work well there is every chance that they will get a grade C for 3 years.

Task for now

Choose an assessment from year 7, 8 or 9.

Have access to the marks that were gained on that test by students.

Use the GCSE specifications to help you by looking at the expectations of students who gain different grades.

Come up with grade boundaries for this assessment.

What would stop them from being reliable?

Pupil premium spending plan 2017/2018 and 2018/2019

2017/2018 Pupil premium income 245,905.00

Pupil premium student numbers	Number	%
Year 7	60	46.5%
Year 8	77	53.8%
Year 9	78	60.9%
Year 10	48	48.0%
Total	263	47.3%

2018/2019 Pupil premium income

£297,797.50	Pupil premium student numbers	Number	%
	Year 7	59	45%
	Year 8	60	46.5%
	Year 9	74	53.8%
	Year 10	78	60.9%
	Year 11	48	48.0%
	Total	319	45.7%

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Activity or action	How this will support the progress of pupil premium students?	Total cost 2017/2018	Cost breakdown for pupil premium students 2017/2018	Total cost 2018/2019	Cost breakdown for pupil premium students 2018/2019	Cost centre for the activities and actions
Year 7 outward bound trip to Aberdovey for a weeks residential course	Increases their confidence and range of challenging experience, increases their sense of self worth and their social responsibility, all impacting on motivation and commitment to their education. Also builds camaraderie and trust between peers enabling them to take risks with their learning in class.	£1,950	10 pupil premium students attending at a cost of £180 each, plus £150 for minibus petrol costs.	£37,962	£17,228 Total cost for all Y7 PP students. Total cost of the trip for all year 7 is £37,962	Trips travel costs and trips accomodation/entrance
Duke of Edinburgh Bronze award scheme. Enrichment class and expeditions and equipment	Increases their confidence and range of challenging experience, increases their sense of self worth and their social responsibility, all impacting on motivation and commitment to their education.	N/A		£10,000	Unknown until we know who has signed up to the scheme. Pupil premium students are a target market for this scheme, though it is open to all students. The costs decrease dramatically in the second year as a lot of this is start up cost for equipment.	Equipment (not IT), teaching assistant overtime, professional services educational.

Subsidy for the year 10 Spanish residential	Broaden the horizons and increase the ambition of students, most of whom will never have been abroad before. Increase their confidence and engagement with learning Spanish.	£2,100	£100 per pupil, reducing the cost to parents from £200 to £100. This is on top of the overall trip subsidy of £23,000	N/A	N/A	Trips travel costs and trips accomodation/entrance
Subsidy for educational visits	Increase the exposure to further education, business and industry and art and culture of pupoil premium students, thus increasing their social and cultural capital and affecting their ambition.	£3,000	This will depend on numbers of PP students on the trips.	£10,000	£29.60 for each student for trips for the year	Trips travel costs and trips accomodation/entrance
% of salary for Day 10 manager	The Day 10 programme provides the opportunities and experiences for students to increase their social and cultural capital and supports their carrers education and ambition.	£4,153	47% of Day 10 managers salary for Summer term 2018	£12,460	Based on 47.5% of the Day 10 managers salary for 2018/19	Educational support staff salaries
The Access Project	The Access Project provides a series of tutoring, mentoring and other supportive activities which are targetted at brighter pupil premium students with the aim of them achieveing a place at a Russel Group or Oxbridge University when they leave in year 13	N/A	N/A	£7,500	50% of the total £15,000 will come from the PP budget. The project will target 10 P.P students in each of years 10 and 11: cost £375 each. It will also work with 10 students in Y12 and 10 in Y13, but these students are not PP funded.	Professional services - educational
Tutoring for year 11 students	Targetted 1 to 1 support for students through a bespoke tutoring package. Subjects and topics for each student identified by their teachers based on question level analysis from past examinations.	N/A	N/A	£48,000	£1000 per student, tutoring throughout their year 11	Professional services - educational
Tutoring for year 10 students	Targetted 1 to 1 support for students through a bespoke tutoring package. Subjects and topics for each student identified by their teachers based on question level analysis from past examinations.	£30,000	£624 per student, tutoring through the summer term 2018	£31,200	£400 per student, tutoring for year 10 in the summer term	Professional services - educational
Tutoring for year 9 students	Targetted 1 to 1 support for students through a bespoke tutoring package. Subjects and topics for each student identified by their teachers based on question level analysis from past examinations.	£11,550	£150 per student, tutoring through the summer term 2018	£14,800	£200 per student, tutoring for year 9 in the summer term	Professional services - educational
Revision resources for year 11 students	Provide free resources to each student enabling them to revise in every subject they are studying for GCSE.	N/A	N/A	£4,593	Total cost of revision resources for Y11 PP students at £96 each	Equipment (Not IT)
Revision resources for year 10 students	Provide free resources to each student enabling them to revise in every subject they are studying for GCSE.	£4,593	Total cost of revision resources for Y10 PP students at £96 each	£7,463	£7463 Total cost of revision resources for Y10 PP students at £96 each	Equipment (Not IT)
Provision of free uniform	Ensure all students are able to follow the school dress code, removing stress and thereby increasing focus in lessons	£1,200	As needed - decisions made by the student services team	£2,000	As needed - decisions made by the student services team	Uniforms expenditure
Accelerated reader programme	Engages all students in a targetted reading fro pleasure programme	£3,698	Annual cost of the scheme	£3,698	Annual cost of the scheme	Books
Spanish language assistant (% of salary)	Provides 1 to 1 support extracting students from Spanish lessons to increase GCSE grade.	N/A	N/A	£11,686	52% of language assistants salary for 2018/2019	Teaching assistant salaries

Performing Arts Technician (%of salary)	Develops performances with groups of students in Drama, Music and Dance with students at all ages. Also supports GCSE course recording and production of examined work.	£3,521	47% of performing arts technicians salary for the summer term 2018	£11,686	52% of performing arts technician's salary for 2018/2019	Teaching assistant salaries
Learning assistant supervision of enrichment activities after school (% of salary overtime cost)	Provides an increased variety of opportunities for enrichment for students, this is of particular benefit to families with low income	£15,000	Total estimated cost of overtime for LA's engaged in Enrichment activities after school. This is of most value to pupil premium students	£18,000	Total estimated cost of overtime for LA's engaged in Enrichment activities after school. This is of most value to pupil premium students	Support staff overtime
Drama GCSE theatre trips subsidy	Provides opportunities for all students studying Drama to GCSE (and some in key stage 3) to experience live professionally produced theatre productions.	£1,800	Estimated cost of studnets attending professional theatre productions for 2017/18. Based on 2 x 30 students x 3 trips of £10 each	£1,800	Estimated cost of students attending professional theatre productions for this 2018/19.	Educational visits
Subsidy for stationary on sale in the library	Stationary on sale in the library at subsidised rates for all students	£1,000	Unknowable as the subsidised stationary is available for all students.	£1,000	The subsidised stationary is available for all students.	Stationary
Year 6 summer school	The summer school for year 6 students who will be starting at UAE in September runs for 2 weeks in the summer holidays and is open to all. Pupil premium and SEN students are particularly encouraged to attend.			£5,000	£5000 towards the cost of running the summer school	
Music tuition	1 to 1 and small ensemble tuition in music from peripatetic teachers for 1/2 an hour a week for up to 20 students	£7,600	£20 per student per 1/2 hour lesson for 19 weeks = £380 per student for modules 3 to 6	£15,200	£20 per student per 1/2 hour lesson for 38 weeks = £760 per student for the year	Professional services - Educational
Bookbuzz - run by The Book Trust	Students in year 7 & 8 are given a book of their choosing that they get to keep. They also get free book marks/activities etc and we have access to all of the resources	£930	Total cost of the scheme for all students	£930	Total cost of the scheme for all students	Books
Learning assistant and higher level learning assistants to provide targetted bespoke in class and extracted 1 to 1 and small group support	Individual support programmes for students that need extra support to access the curriculem in lessons.	£153,811		£42,820		Teaching assistants salaries.

	2017/18		2018/19
Total planned spend	£245,905.00		£297,798

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	INTERNAL
Paper title:	Governance update
Board/Committee:	UAE School Advisory Board meeting
Date of meeting:	21 March 2019
Author:	Alexander Enibe, Clerk to SBA Academies
Sponsor:	Chris Mallaband, Chair of SAB
Purpose:	For Review
Recommendation:	The SAB is requested to review the appointments (roles and responsibilities attached as appendix)

Executive Summary

Under the SBA scheme of delegation, the focus of the SAB is on Teaching & Learning, well-being and safeguarding, and the general development of the local school. One of the ways to achieve this is through the link governor roles.

There are a number of link governor vacancies on the UAE School Advisory Board and governors are encouraged to put themselves forward. Governors are reminded that they do not need to have prior experience to become a link governor in a particular subject or area.

List of link governor roles:

- Pupil Premium – Lesley Morrison
- Safeguarding -
- Special Educational Needs (SEN) – Karen Fowler
- Curriculum - Zakir Matin
- Career and Employer engagement -
- Parent governor -

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GOVERNORS' VISIT FORM

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

Name of Governor: Zakir Matin

Date of Visit: 6/3/19

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

Engagement for learning in classroom – based on previous visit on 19/12/18.

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

Learning walk with Mr Philipsz.

Chat with Mr Taylor and Mr Philipsz re engagement, reports and a little on curriculum and staffing.

Observation of lesson change over – how long it takes, the manner in which students move around and the expectations of teachers in accordance with school policy.

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

Engagement for learning was improved from the visit on 19/12/18

Many student names on boards – cumbersome but a means to an end.

More standard systems in place compared to a year or so ago – eg SIMS being utilised more effectively.

Aspects I would like clarified/questions that I have:

What exactly are the homework expectations and the use of G suite – is it a recommendation or part and parcel of policy?

Reports were very formulaic and read almost as the same person wrote them – is there scope for individuality?

Reports were very specific – how can parents be guided on how to help their children fill any gaps highlighted?

How does one gauge effective book work on a learning walk – eg 15 mins into 2 different lessons there was nothing but a title in students' books.

Is 2 years sufficient to deliver the new spec GCSEs where most schools are delivering over 3 years?

Actions for the school advisory board to consider:

How are knowledge organisers going to be used by staff?

University Academy of Engineering South Bank

Any other comments/ideas for future visits:

Signed: _____ **Date:** _____

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

	CONFIDENTIAL
Paper title:	SBA and SAB Chairs' recruitment
Board/Committee:	UAE School Advisory Board meeting
Date of meeting:	21 March 2019
Author(s):	Alexander Enibe, Clerk to SBA Academies
Sponsor(s):	Michael Broadway, SBA Company Secretary
Purpose:	For Information
Recommendation:	The SBA is requested to note the appointments

Following the DfE governance review of the UTC, and the SBA Board meeting of 11 October 2018, the Board agreed to appoint an independent Chair of the Board and Chairs of the two School Advisory Boards (who will also be Trustees and members of the SBA Board).

The positions were advertised in October 2018 on these websites:

- Governors for Schools
- Inspiring Governance
- National Governance Association

LSBU and SBA's networks were also searched for appropriate candidates.

On 8 March 2019, the Board approved with immediate effect:

- the appointment of Hitesh Tailor as a director and Chair of the SBA Board;
- the appointment of Chris Mallaband as a director and Chair of the UAE SAB;
and
- the appointment of Lesley Morrison as Chair of the UTC SAB.

Brief Background

Hitesh Tailor

Hitesh is a fellow of the Institute of Chartered Accountants of England and Wales. He served as Deputy Chairman of the Audit and Risk Committee at Age UK from 2009 - 2018. He was the Vice Chair of Board at London South Bank University from 2001-2010.

He is currently the Chairman and CEO of Upper Montagu Investments Ltd, a Private property & Investment company based in Central London.

Chris Mallaband

Chris is a retired Principal with 16 years of school leadership experience in a variety of schools and academies. All leadership roles have been in challenging inner city schools usually facing some form of crisis.

Lesley Morrison

Lesley spent her teaching career in Lambeth, finishing at St Martin in the Fields high school for girls as Deputy, then headteacher where she led the school to outstanding status. Under her leadership, the school opened a thriving 6th form and won several awards including the first school to reach a gold standard in Diversity.

She was Chair of the Anglican Headteachers Association from 2007 to 2009. In 2010, she was awarded a CBE for contribution to national and local education.