

Meeting of the South Bank Engineering UTC Local Governing Body

3.00 - 6.00 pm on Wednesday, 19 September 2018
in South Bank Engineering UTC - South Bank Engineering UTC, 56 Brixton Hill SW2 1QS

Agenda

| <i>No.</i> | <i>Item</i> | <i>Pages</i> | <i>Presenter</i> |
|-------------------------|---|--------------|------------------|
| 1. | Welcome and apologies | | NL |
| 2. | Declarations of interest | | NL |
| 3. | Minutes of previous meeting | 3 - 8 | NL |
| 4. | Matters arising | 9 - 10 | NL |
| Items to discuss | | | |
| 5. | Student recruitment update & financial implications | 11 - 12 | NF, DC |
| 6. | Examination results analysis | 13 - 20 | DC |
| 7. | School Improvement Plan discussion (3 year view) | 21 - 42 | DC |
| Items to note | | | |
| 8. | Health and Safety / HR Action log | 43 - 44 | DC |
| 9. | Staff recruitment and staff training | 45 - 46 | DC |
| 10. | Audit reports <ul style="list-style-type: none"> • Health & Safety • HR | 47 - 58 | NL |
| 11. | Governance update | | AE |

Date of next meeting
4.00 pm on Wednesday, 7 November 2018

Members: Nicole Louis (Chair), Ed Arthur, Dan Cundy, Beau Fadahunsi, Natalie Ferer, Richard Parrish, Tony Roberts, Ruth Smith and Joanne Young

Apologies: Ian Brixey and Leona Ross

In attendance: Alexander Enibe

This page is intentionally left blank

**Minutes of the meeting of the South Bank Engineering UTC Local Governing
Body**

held at 4.00 pm on Wednesday, 4 July 2018

**South Bank Engineering UTC - South Bank Engineering UTC, 56 Brixton Hill
SW2 1QS**

Present

Nicole Louis (Chair)
Ed Arthur
Ian Brixey
Dan Cundy
Beau Fadahunsi
Natalie Ferer
Sarah Gordon
Leona Ross
Joanne Young

Apologies

Richard Parrish
Tony Roberts
Ruth Smith

In attendance

Alexander Enibe

1. Welcome and apologies

The chair welcomed the governors to the meeting.

The above 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 LGB approved the minutes of the previous meeting of 15 May 2018.

4. Matters arising

The LGB discussed matters arising from item 4 of the action sheet from the previous meeting. Here, the Principal confirmed that he is awaiting the DfE to publish its expectations on employers' partnership engagements before he can prepare one for the school. The Principal said he expects the DfE's publication would be out before the start of the next academic year.

The LGB noted the second action under item 4 of the action sheet from the previous meeting, that the CEO and Principal discussed the possibility of registering the schools with Aimhigher. They both agreed that it would not be a good investment at this stage because the students are already getting adequate support from the employment engagements.

5. **Principal's report**

The LGB noted the Principal's report.

On safeguarding, the Principal confirmed that the CPOMS (safeguarding and child protection software) is used to record, report and analyse safeguarding concerns. The Principal confirmed that one student is on a 'Child in need' Plan (tier 3) and a case conference was held in June 2018. The case is expected to close in July 2018, and the student concerned has been withdrawn to home education and has been removed from the UTC roll.

The Principal took the LGB through the Lambeth Schools Partnership School Improvement Adviser Report.

The Principal confirmed that the teachers are continually looking to innovate and to make lessons more engaging to the students. A governor asked the Principal how well the new teachers are developing. The Principal is satisfied with their development. A governor asked the Principal if there was any evidence to see the impact of the programme of the Brilliant Club programme on the students. The Principal replied that he will seek feedback from students. A parent governor confirmed the programmes in school are good because it motivates her child.

The Principal confirmed that the school day has been re-worked for September 2018, with a trial starting from 2 July 2018, with shorter, more focused lessons and an earlier dismissal time, to enable more flexible time at the end of the day for interventions or other management activity to enhance capacity and drive student achievement.

On student Personal development, behaviour and welfare, the Principal confirmed that conduct is good overall but there are challenges with some students who joined the UTC from Durand Academy, as well as students with Special Educational Needs, much of which has not been correctly diagnosed in previous schools.

The LGB discussed exclusions and noted that one student is responsible for 6/14 exclusions (42%) and 16 days in total (67% of exclusion days). The Principal confirmed that the pastoral team and Designated Safeguarding Lead are working with the family, police and Youth Offending Service as well as Croydon local authority to ensure he has appropriate educational provision. The LGB requested that the Principal keep them updated.

The LGB discussed students' attendance. The Principal confirmed that the students' attendance stands at 94% to the end of spring 2, matching 2016/17

data. One persistent absentee has been withdrawn into home education by her family. A key area of focus is to reduce the proportion of students who are persistently absent (attending below 90%). A governor asked the Principal whether he had considered using the prospective employers' of the late comers to threaten them, as this could be a way of motivating them. The Principal replied that he would explore this further. A governor asked the Principal if he had considered awarding non-latecomers certificate of good behaviour at the end of school. The Principal replied that the students already do a self-review about their own employability and punctuality is part of this and their coaches also assess them. A governor asked the Principal if there was any correlation between students coming late to school and disengagement in school. The Principal replied that there was no correlation. The LGB requested that the Principal in collaboration with the UAE should develop some sort of certification on this to motivate the students.

The Principal confirmed that the pastoral care is working positively and the coaching programme is being reviewed currently for next academic year to cover other areas.

The LGB discussed achievement and progress. The Principal confirmed that Attainment 8 has fallen since Easter 2018 based on professional predictions, but it remains close to national level (2017) and well above UTC level of 37.1 (2017). The Principal said that Progress 8 at -0.45 is above the -0.5 floor target but lower than the -0.22 of the past data collection. This is an immediate target for improvement through a number of management – led initiatives. The Principal is hopeful that this would not affect the UTC in relation to an Ofsted visit because UTC Oxfordshire had the same problem last year, but had a very good Ofsted this year.

A governor challenged the Principal on the reasons for the decline in the data provided. The Principal replied that this was a professional prediction and that he thinks the class size is also an issue as far as the teachers are concerned. A governor queried the Principal on interventions and asked that the Principal should look into whether he is applying the right interventions. The Principal said that the school is working with different students in different ways to help them progress.

The LGB discussed the collaboration with the SBA Board to explore medium term strategic options, such as the development of a second specialism, apprenticeship pathways and curriculum options, including International Baccalaureate. The Principal confirmed that Harris Academy is planning to open a free school and a 6th form in 2020 around 500 metres away from the UTC. The Principal suggested that a new post of Assistant Vice Principal be created that would focus on developing strategy and implementing it. The LGB asked the Principal if he could devote more time to develop the strategy and its implementation. The Principal replied that if he does that then other things could suffer because they are tight at the moment. The CEO confirmed that the Principal would develop the strategy and SBA would look at hiring a consultant for the implementation of the strategy.

The UTC is working with the LSBU Estates team to ensure health & safety systems operate appropriately.

The LGB discussed the expected Ofsted visit and requested that the clerk arrange an in-house governors' training on preparation for Ofsted visit.

6. DfE governance review

The LGB noted the DfE governance review and management responses.

The CEO confirmed that two different governance models will be proposed to the SBA Board on 19 July 2018. The LGB noted that there should be clarity on accountabilities and responsibilities on whichever model is chosen by the SBA Board.

The CEO confirmed that a revised Scheme of Delegation would go to a later SBA Board meeting. A governor asked the CEO how the issue of LSBU being too involved in the affairs of South Bank Academies would be resolved. The CEO confirmed that in the new model there will be an independent chair of the SBA Board and LGBs. The LGB noted that there could be a shared services where the LSBU would provide a back office services at cost and add value to the schools.

7. Financial management report to May 2018

The LGB noted the management account to May 2018.

Natalie Ferer took the LGB through the management account. The year to date financial position for the UTC shows a surplus of £139k against a budget deficit of £61k. The full year forecast is a surplus of £130k against a budget deficit of £59k.

Natalie confirmed that the forecast income for the year is higher than the budget due to the additional £200k UTC transition funding with both staffing and other operational expenditure are in line with the full year budget. The full year surplus is before depreciation charge for the year.

A governor asked Natalie how the £200k surplus or contingency is to be spent. The chair confirmed that the SBA Board is reviewing the surplus policy but awaiting the resumption of the new Business Manager to lead on this.

8. Draft Budget 2018/19

The LGB noted the 2018/19 draft budget.

The LGB noted that the draft budget has been prepared and is being considered by the SBA Executive. The budget will be considered and approved at the SBA Board on 19 July 2018.

Natalie Ferer said that there should be prudence in spending until they have the September/October 2018 student numbers. Natalie confirmed that the Principal is developing a plan for expenditure.

The Principal confirmed that there is an ongoing discussion nationally on staff pay, which is being monitored. There is a plan to look at other staff pension or support to see which is more beneficial to the staff. A governor suggested that the Trust should look at how to retain the staff, given that there would be new schools opening around the UTC soon.

The LGB discussed the £200k transition funding and suggested that the Trust should be made aware that the £200k is for the UTC and there should be more transparency in the way the money is being spent.

9. **Student Recruitment**

The LGB noted the student recruitment verbal update.

10. **Staff Recruitment Update**

The LGB noted the staff recruitment update.

11. **Compliance - Updates on Commissioned Audits**

The LGB noted the verbal update on commissioned audits.

The chair confirmed that consultants are working on the UTC and UAE, and looking at how maintenance is done in comparison to the shared services being considered.

12. **Preparation for Inspection**

The LGB noted the verbal update on preparation for inspection.

The Principal confirmed that they are expecting an Ofsted visit in academic year 2018/19 and would be inspected on the updated Ofsted framework. The Principal suggested that the LGB should be trained on the expectations of Ofsted. The Principal suggested to the LGB to read the UTC Oxfordshire Ofsted report and Rachel Norman's questionnaire in the Lambeth Schools Partnership School Improvement Adviser Report.

13. **Reports on decisions from subcommittees**

The LGB noted the reports on decisions from the subcommittees.

14. **AOB**

The LGB noted that Sarah Gordon had tendered her resignation.

The chair, on behalf of the SBA Board and LGB thanked Sarah Gordon for her support and service to the South Bank Academies. The chair also thanked her for leading on the partnership engagement with LSBU.

Date of next meeting
4.00 pm, on Wednesday, 19 September 2018

Confirmed as a true record

..... (Chair)

**SOUTH BANK ENGINEERING UTC LOCAL GOVERNING BODY - WEDNESDAY, 4 JULY 2018
ACTION SHEET**

| Agenda No | Agenda/Decision Item | Action | Officer | Action Status |
|-----------|----------------------|---|---|--|
| 5. | Principal's report | <p>The LGB requested that the Principal in collaboration with the UAE should develop some sort of certification on non-late coming to help motivate the students.</p> <p>The CEO confirmed that the Principal would develop strategic options and SBA may look at hiring a consultant for the implementation of the strategy.</p> <p>The LGB requested that the clerk should arrange an in-house governors' training on preparation for Ofsted visit.</p> | <p>Dan Cundy</p> <p>Dan Cundy & Nicole Louis</p> <p>Alexander Enibe</p> | <p>To do</p> <p>To do</p> <p>completed</p> |

This page is intentionally left blank

| | |
|------------------|---|
| | Confidential |
| Paper title: | Summary of UTC Budget 2018/19 |
| Board/Committee | South Bank Engineering UTC Local Governing Body |
| Date of meeting: | 19 September 2018 |
| Author: | Michael Okelola, Interim Accountant |
| Purpose: | To Note |
| Recommendation: | The LGB is requested to note the summary of UTC budget and commentary |

Summary of UTC Budget

The 2018/19 budget for the UTC that was approved by the SBA board in July 2018 was based on the UTC enrolling 184 students for the new academic year. However, enrolment at beginning of the new academic year indicates the UTC has an additional 38 students. The increase in student numbers will result in additional income of approximately £222,000 and a revised net surplus of £148,000, if the new student numbers are maintained.

| | Draft Budget 2018 / 2019 £,000 | | |
|----------------------------------|---|-------------------------------------|----------|
| | UTC ESFA Estimated pupil no: 184 | UTC Expected pupil no: 222 | Variance |
| Income | 1719 | 1941 | 222 |
| Staffing cost | 1347 | 1347 | 0 |
| Operating Expenditure | 370 | 446 | (76) |
| Total expenditure | 1,717 | 1,793 | (76) |
| Surplus/(Deficit) | 2 | 148 | 146 |

Other adjustments to the budget

Central management charge increased from 3.5% to 4.7% of GAG funding. The rate increase, coupled with the expected increase in GAG funding, has increased the central management recharge from £50,000 to £79,400.

Additional staffing cost amounting to £42,000 was provided for as a contingency in the original budget.

Other operational cost – Depreciation charge for the year is expected to be approximately £47,000.

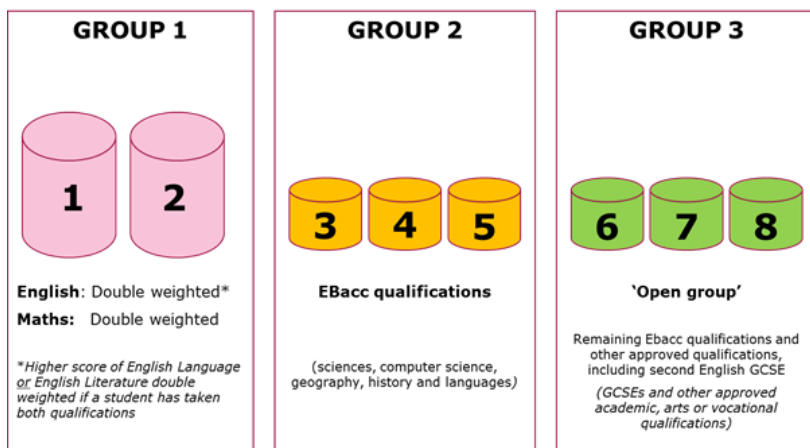


South Bank Engineering UTC

Examination results

Year 11

Year 11 results represent the first cohort of students through to GCSE. The two key measures are Attainment 8 and Progress 8. Attainment 8.



Attainment 8 comprises each student's GCSE scores in eight 'buckets', each of which must fit into three groups. Each bucket is filled with the GCSE points scores of students on the 9-1 scale. Maths and the higher of the two English results are double-weighted. If a student scored a grade 5 in all 8 eligible qualifications, and they all fit into the correct buckets, their Attainment 8 score would be 50.

UTC students followed GCSE courses in English Language and Literature, Maths, Double Science, Computer Science and BTECs in Engineering and Business. Some students also completed Smart Product Design and Preparation for Working Life.

One challenge with Attainment 8 is that computer science must be studied to fill the buckets: this is a very challenging qualification which not all students are suitable for. There are no viable alternatives at the UTC at this time.

Attainment 8 score is not used by students: rather it is a school measure. Students will still use their GCSE and equivalent qualification grades for their next steps.

The other key measure is progress, particularly Progress 8. Progress 8 is more complex. For any individual student, their GCSE points in the Attainment 8 buckets are compared to other students nationally who achieved the same Key Stage 2 scores at the end of Year 6, who are attributed to a score of zero. If a student is above the national level for students with their starting point, they have made positive progress. Again Progress 8 is not a meaningful score for students: rather each individual score is aggregated to give a school score. In general terms, 0 means all students in a school made the same level of progress as did nationally. +/- 0.5 is seen as being within 'normal' parameters. Below -0.5 would require scrutiny, while over +0.5 is considered very strong.

Below is a table showing the key attainment measures, along with a comparison to national data.

| | Summer 2018 | National 2017 | Difference to national |
|----------------------|-------------|---------------|------------------------|
| Attainment 8 | 44.7 | 44.6 | 0.1 |
| Progress 8 | -0.33 | -0.03 | -0.3 |
| English and maths 4+ | 63.6 | 64 | -0.4 |
| English and maths 5+ | 42.4 | 43 | -0.6 |
| English 4+ | 82% | 75.50% | 6.5 |
| English 5+ | 64% | 60.50% | 3.5 |
| English progress | -0.21 | -0.04 | -0.17 |
| Maths 4+ | 66.7% | 69% | -2.30% |
| Maths 5+ | 48.5% | 49% | -0.50% |
| Maths progress | -0.35 | -0.02 | -0.33 |

All key measures of attainment are above or very close to national averages for 2017 (2018 figures are not yet published), with the UTC outstripping national on Attainment 8 overall. Attainment 8 could have been higher but for a small number of students failing to fill all the buckets, reducing their individual scores. Performance in English was very strong in attainment terms. Progress 8 at a predicted -0.33 is not positive but is reflective of the short time the UTC is able to influence performance on this measure: 2 of the 5 years from KS2-KS4, or 40% of students' learning time. Additionally, progress scores are only calculated based on students with KS2 scores: four of our students, all of whom performed strongly, did not – due to being overseas or home-schooled. This has reduced the Progress 8 score.

Science performed very well, with 79% grade 4+ and 61% at 5+, well above national. Computer Science on the other hand was below expectations at 27% 4+ and 18% 5+, well below national. BTEC Engineering though achieved grades at Distinction+ at over five times the national level, and reflects very well on the UTC's technical specialism.

An internal analysis of performance against target will be completed in the coming days. However, it is clear that students' final outcomes in many cases were below professional predictions. Internal reviews with lead teachers will explore and isolate the reasons for this in order that predictions are more accurate in the future. These reviews will include exploration of the examination cycle including timelines, teaching style, examination and revision plans and use of personal study time as well as the impact of intervention.

It should be noted that of the courses studied by students, English and maths were in the second year of a new 9-1 specification and examinations framework while science and computer science were in the first year. BTECs in Business and Engineering were more established courses. The newness of the courses was a national issue, with a lack of certainty over grade boundaries and grade prediction in many schools. The paucity of previous assessments and exam papers was an issue in some subjects, limiting the amount of exam preparation which could be undertaken.

By group, below is presented Attainment 8 data at the UTC in relation to the national (2017) mean. This is instructive: all students, boys, disadvantaged and SEN students performed well in attainment terms, while non-disadvantaged performed less well.

| A8 by group | All | Male | Female | Disadv | Non disadv | Low KS2 | Middle KS | High KS2 | Non EAL | EAL | No SEN | SEN Supp | SEN EHCP |
|------------------------|------|------|--------|--------|------------|---------|-----------|----------|---------|------|--------|----------|----------|
| UTC | 44.7 | 45 | 42.7 | 43.5 | 45.4 | 21.5 | 42.4 | 50.4 | 44.6 | 45 | 48.1 | 31.9 | NA |
| National A8 mean | 44.6 | 43.4 | 42.7 | 36.9 | 49.5 | NA | NA | NA | 46.3 | 46.8 | 49.2 | 27.6 | |
| Difference to national | 0.1 | 1.6 | 0 | 6.6 | -4.1 | | | | -1.7 | -1.8 | -1.1 | 4.3 | |

Exploring this data by group looking at Progress 8, again there is variability, as expected with small cohort sizes. On this measure, girls outperformed their peers nationally, while SEN students made markedly less progress. Likewise, high prior attainers performed less well than their peers nationally. This was an issue from the start of Year 10, where a small number of students with high KS2 scores were performing significantly below expectations due to a combination of factors, despite considerable input and intervention.

| P8 by group | All | Male | Female | Disadv | Non disadv | Low KS2 | Middle KS | High KS2 | Non EAL | EAL | No SEN | SEN Supp | SEN EHCP |
|---|-------|-------|--------|--------|------------|---------|-----------|----------|---------|-------|--------|----------|----------|
| | -0.33 | -0.46 | 0.29 | -0.63 | -0.17 | -0.64 | -0.05 | -0.74 | -0.4 | -0.06 | -0.04 | -1.45 | NA |
| National P8 mean | -0.03 | -0.24 | 0.18 | -0.39 | 0.11 | -0.17 | -0.02 | 0 | -0.11 | 0.5 | 0.06 | -0.43 | -0.1 |
| Difference to national | -0.3 | -0.22 | 0.11 | -0.24 | -0.28 | -0.47 | -0.03 | -0.74 | -0.29 | -0.56 | -0.1 | -1.02 | |
| Note 95% confidence interval size takes all scores to above 0 potentially | | | | | | | | | | | | | |

In relation to the UTC network more widely, with over 40/50 UTCs open for longer than ours and therefore more established, South Bank has performed well:

| | |
|------------------|----------------------------|
| Relation to UTCs | |
| Attainment 8 | Top 25% |
| Maths points | Top 50% (0.1 from top 25%) |
| English points | Top 10% |
| Open points | Top 50% |
| E&M 4+ | Top 10% |
| E&M 5+ | Top 10% |

Key lessons learnt

- More careful consideration of 'tutoring' budget: deploy additional external resources earlier in the examination cycle
- Increased use of collaboration across schools to refine predictions and improve accuracy: opportunities to work with UAE and partners such as Dunraven
- Increased examination practice throughout course cycle
- More effective use of homework to accelerate progress outside lessons

- Tighter focus on attendance and conduct in order to secure more rapid progress
- Increased opportunities to develop students' learning skills – Learning to Learn
- Greater focus on differentiation in class, especially to challenge the most able
- More targeted support for SEND students to reduce gaps
- Detailed analysis of impact of differential Pupil Premium strategies in order to narrow gaps in performance of disadvantaged students
- Ensure a positive narrative in terms of relative performance to other UTCs

Key Stage 5

This first cohort of Year 13 students comprised two main pathways: Academic route (A levels and a small BTEC in Engineering) and Technical route (Extended Diploma BTEC in Engineering), both with maths and potentially with EPQ.

Results were very mixed.

Outcomes on key measures are below:

| Engineering | A-level equiv | No. of students | P+ | M+ | D+ | D* |
|------------------------|---------------|-----------------|------|------|------|-----|
| Extended Diploma (all) | 3 | 12 | 100% | 92% | 42% | 25% |
| National Diploma | 2 | 3 | 100% | 67% | 0 | 0 |
| 90 Credit Diploma | 1.5 | 6 | 100% | 83% | 17% | 0 |
| Subsidiary Diploma | 1 | 17 | 100% | 100% | 94% | 71% |
| Certificate | Half | 6 | 100% | 100% | 67% | 33% |
| | A-level equiv | No. of students | A*-E | A*-C | A*-A | |
| Maths A level | 1 | 13 | 77% | 53% | 0 | |

| | | | | | | |
|-----------------------|------|----|------|------|---|--|
| Maths core level 3 | Half | 30 | 53% | 30% | 0 | |
| Biology | 1 | 3 | 33% | 33% | 0 | |
| Chemistry | 1 | 6 | 50% | 33% | 0 | |
| Physics | 1 | 14 | 36% | 7% | 0 | |
| Computer science | 1 | 11 | 45% | 9% | 0 | |
| Polish | 1 | 1 | 100% | 100% | 0 | |
| Extended Project Qual | Half | 6 | 83% | 17% | 0 | |

Performance in Engineering was strong with 100% Pass+ rate, and significant proportions of students achieving top (Distinction and Distinction*) grades, which map across to A level grades in terms of the UCAS process.

A level performance was below par overall, although there were some encouraging performances in A level maths. Too many students failed to achieve an E (Pass) grade. Like many of the GCSEs, many of the A levels were in their first cycle, including chemistry, biology, physics and computer science, with only maths an established course. This meant again a lack of established experience in any school around grade boundaries and examination preparation, with a lack of past paper resources. In addition, staff absence at key times was keenly felt, as in science was a lack of practical facilities in Year 12, resulting in 'playing catchup' in the new buildings with a linked lack of curriculum time. In the previous year there were pockets of teaching below acceptable levels in physics and maths, which were addressed but left a legacy.

Looking at grade distributions:

| Subject | No of Entries | A Level Equivalent | A* | A | B | C | D | E | U | Value Added |
|---|---------------|--------------------|-----|-----|-----|-----|-----|-----|-----|-------------|
| Mathematics | 13 | 1 | | | 6 | 1 | 2 | 1 | 3 | |
| Biology | 3 | 1 | | | 1 | | | | 2 | |
| Chemistry | 6 | 1 | | | | 2 | | 1 | 3 | |
| Physics | 14 | 1 | | | | 1 | | 4 | 9 | |
| Computer Science | 11 | 1 | | | | 1 | 3 | 2 | 5 | |
| Engineering BTEC | No of entries | A Level Equivalent | *** | **D | *DD | DDD | DDM | DMM | MMM | MMP |
| BTEC NATIONAL EXTENDED DIPLOMA in ENGINEERING | 12 | 3 | | 3 | | 2 | 2 | 1 | 3 | 1 |
| Engineering BTEC | No of entries | A Level Equivalent | ** | *D | DD | DM | MM | MP | PP | U |
| BTEC NATIONAL DIPLOMA in ENGINEERING | 3 | 2 | | | | | 2 | 1 | | |
| Engineering BTEC | No of entries | A Level Equivalent | ** | *D | DD | DM | MM | MP | PP | U |
| BTEC NATIONAL 90 CREDIT DIPLOMA IN ENGINEERING | 6 | 1.5 | | 1 | | 2 | 2 | 1 | | |
| Engineering BTEC | No of entries | A Level Equivalent | * | D | M | P | U | | | |
| BTEC NATIONAL SUBSIDIARY DIPLOMA IN ENGINEERING | 17 | 1 | 13 | 3 | 1 | | | | | |
| Engineering BTEC | No of entries | A Level Equivalent | * | D | M | P | U | | | |
| BTEC NATIONAL CERTIFICATE IN ENGINEERING | 6 | 0.5 | 2 | 2 | 2 | | | | | |

Further analysis both by group and against target has not yet been completed, but Value Added grades will assist with establishing areas of relative strength and weakness in relation to starting points.

There was significant pressure pre-opening to ensure courses were viable, meaning some students were enrolled on courses which they may not have been academically capable of accessing. Additionally, many students were unable to demonstrate either the independence, organisation and work ethic to achieve at A level. In future examination cycles, SLT will be far more ruthless in removing students from courses early if there is a high chance of achieving below an E grade, and creating new curriculum pathways including larger BTEC options, Engineering/Business pathways and EPQ to increase UCAS points. Entry criteria to A level courses have been considerably tightened for subsequent examination cycles, so a similar issue is increasingly less likely to be seen.

In relation to other UTCs,

| | |
|-----------------|------------|
| A level points | Bottom 25% |
| Academic points | Bottom 25% |
| Tech points | Top 25% |

Again this data reveals the relative strength of engineering. It is to note that student performance did not hit destinations data: all students who applied to university through UCAS found a place and are beginning university this term. UTC students were successful at securing apprenticeship places, even without meeting some entry criteria.

Key lessons learnt

- More rigorous consideration paid to entry criteria for courses
- Earlier consideration of curriculum choices for students unlikely to achieve E+ grades
- More effective use of personal study including paper-based work
- Earlier intervention and greater use of examination prep and past papers
- Greater requirement to collaborate and cross-moderate across schools



South Bank Engineering UTC

Strategic planning

(School Development Plan 3 year view)

The current Improvement Plan comprises four key strategic focus areas. Discussion and challenge will focus on how the UTC's strategic development and improvement planning might benefit from consideration of these focus areas.

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

Strategic Focus 2 – Recruit, develop and retain excellent staff

Strategic Focus 3 – Maintain financial sustainability

Strategic Focus 4 – Foster Strong and Progressive Partnerships

A suggested starting point would be around financial sustainability. The discussion around how the UTC grows student numbers or how we generate alternative revenue streams is key, as it will shape further work in curriculum development.

- What is the local context including Trust?
- What is the national context?
- Where are we now and what is our direction of travel?
- What are the options to increase revenue and/or cut costs?
- What are the next steps?

It would be useful to explore in some depth how the partnership/sponsorship model can be developed further to add value at the UTC: the governors will have useful input in this area.

- What is unique about the UTC's sponsorship/partnership model?
- What is working well so far?
- What is not working well?
- What are the opportunities to develop further in this area?

These discussions can then help shape thinking on staff recruitment, development and retention.

- In a competitive market, how can the UTC/Trust secure high quality staff?
- How can its unique offer and relationships add value in this area?

- How can the UTC's networks support staff development?
- To what degree can development pathways operate more effectively to retain a greater proportion of staff?

The overall aim is to offer an outstanding education with high academic standards in a technical context.

- What is an outstanding education? How is it defined? Looking to/beyond/past Ofsted
- To what degree are we shaped by conventional (accountability) measures?
- Who is our target audience? High academic standards ie A level to selective universities? Or high standards relative to starting points? Or high technical capabilities?
- What are our sponsors and partners expecting in terms of pipeline?
- What are our students/parents/stakeholders expecting? What is our point of difference? How is this articulated?
- How can sponsors/partners/the MAT add value? Where are the current gaps?



**South Bank
Engineering UTC**

South Bank Engineering UTC Improvement Plan 2017-18

Contents:

1. Executive Summary
2. Strategic Focus Areas
3. **Strategic Focus 1 – Offer an outstanding education with high academic standards in a technical context**
4. **Strategic Focus 2 – Recruit, develop and retain excellent staff**
5. **Strategic Focus 3 – Maintain financial sustainability**
6. **Strategic Focus 4 – Foster Strong and Progressive Partnerships**

1. Executive Summary

1.1. Purpose

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

Our Ambitions

1

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

2

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

3

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

4

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

5

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

6

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

7

Our students will be most preferred by universities and employers.

1.2. Overview

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

1.3. Summary

The four Strategic Focus areas are

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

2. Improvement Plan Strategic Focus Areas

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

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

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

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

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

3.1. Objectives

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

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

4. The 6th form is excellent

3.2. Key Performance Indicators

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

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

| | | | | |
|--|---|--|---|---|
| <p>significant group underperforming the national average, including disadvantaged students</p> | <p>attainment and progress for all learners c) Baseline, target-setting and assessment are robust and accurate and lead to impactful interventions where needed d) Pupil Premium and other funding (via PP Strategy) is used effectively to lever progress e) Projects developed to target specific identified groups (such as White British for example), using internal resources and external partners.</p> | <p><i>-Value for Money (VfM) judgements</i></p> | <p>-Progress exceeds min exp targets for most subjects -Predictions of outcomes are within 10% of actual for all subjects -Intervention outcomes such that performance of all key groups within 10% of target -At least two external partners providing intervention</p> | <p>-Progress exceeds min exp targets in all subjects -Predictions of outcomes within 5% of actual for all subjects -Intervention outcomes such that performance of all key groups within 5% of target -At least three external partners providing intervention</p> |
| <p>3. The curriculum and timetable more widely are designed to maximise opportunities to develop students' technical skills and capabilities</p> | <p>a) Students are all able to demonstrate the skills and attributes to make them 'employable' b) Students all demonstrate technical capability in engineering c) Students all learn technical skills leading to accreditation and qualifications d) Employer projects cross-fertilise the taught curriculum</p> | <p><i>-Destinations data</i> <i>-Pathways into sponsors and partners</i> <i>-Success in technical qualifications (BTEC)</i> <i>-Professional qualification achievement</i> <i>-Employer project structures and cross-fertilisation opportunities</i></p> | <p>-0% NEET -BTEC pass rate above target and above national levels; -Most students achieve professional qualifications -Employer projects all rated 'good' or better by students</p> | <p>-0% NEET -BTEC pass, merit and distinction rate above target and above national levels; -100% of students achieve professional qualifications -Employer projects all rated 'good' or better</p> |

| | | | | |
|--|--|---|---|--|
| | | | | by students with 50% outstanding |
| 4. The 6 th form is outstanding | <p>a) Ensure there is no 'quality gap' in 6th form teaching</p> <p>b) Ensure staff have knowledge, skills and capacity to deliver across the suite of qualifications</p> <p>c) Cross-curricular skills are delivered consistently and effectively</p> <p>d) The 6th form becomes an oversubscribed and vibrant offer</p> | <p><i>-Attainment and progress data at student level</i></p> <p><i>-ALPs data at subject level</i></p> <p><i>-Destinations data including access to higher education and Russell Group universities</i></p> <p><i>-Applications and offers for 6th form</i></p> | <p>-Attainment meets targets for 90% of students in Year 13</p> <p>-Destinations data strong including Russell Group</p> <p>-Observation data as strong in 6th form as lower school</p> <p>-Reputation generates increased applications compared to 2017</p> | <p>-Attainment meets targets for 95% of students in Year 13</p> <p>-Destinations data strong including Russell Group and blue chip apprenticeships</p> <p>-Observation data as strong in 6th form as lower school</p> <p>-Reputation drives >25% more applications than 2017</p> |
| 5. Student safeguarding, conduct and employability are excellent | <p>a) Ensure that systems to safeguard students are strong and clearly communicated with effective leadership and well-trained staff</p> <p>b) Ensure that student conduct is habitually professional and in line with the UTC's expectations</p> | <p><i>-Safeguarding statutory requirements are met</i></p> <p><i>-Safeguarding systems are strong and appropriately used</i></p> <p><i>-Staff including DSL are appropriately trained</i></p> <p><i>-Students feel safe and able to report concerns</i></p> <p><i>-Attendance reaches Lambeth average</i></p> | <p>-Safeguarding statutory requirements are met</p> <p>-Safeguarding systems are strong and appropriately used</p> | <p>-Safeguarding statutory requirements are met</p> <p>-Safeguarding systems are exemplary and appropriately used</p> <p>-Staff including DSL are appropriately trained</p> |

| | | | | |
|--|--|--|--|--|
| | c) Ensure students' employability skills and attributes are actively developed across the curriculum | -Exclusions in line with top 10% of UTCs | -Staff including DSL are appropriately trained -Students feel safe and able to report concerns -Attendance reaches Lambeth average -Exclusions in line with top 10% of UTCs | -Students feel safe and able to report concerns -Attendance reaches national average -Exclusions lower than all other UTCs |
|--|--|--|--|--|

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

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

Page 31

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

4.1. Key Performance Indicators

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

| Objective | Strategic priorities | Key Performance Indicator (KPI) | Target Base | Target Stretch |
|-----------|----------------------|---------------------------------|-------------|----------------|
|-----------|----------------------|---------------------------------|-------------|----------------|

| | | | | |
|--|---|---|--|---|
| <p>1. Attract high quality staff, both in teaching and support roles</p> | <p>a) Further develop recruitment strategy to secure the best and largest possible fields for interview b) Ensure the UTC is able to articulate powerful reasons to join the staff c) Explore innovative, non-traditional routes into the UTC via apprenticeships for example d) Ensure staffing model is highly effective at generating positive outcomes</p> | <p><i>-Quality of staffing</i> <i>-Suitability of staff skillsets</i> <i>-Recruitment channels for staff</i> <i>-Staff model adding value</i></p> | <p>-All roles attract at least two applicants -All subjects are staffed by specialists -Teaching staff lower cost than Lambeth average -Fully staffed with specialists in all subject areas</p> | <p>-All roles attract at least three applicants -All subjects are staffed by specialists -Teaching staff 5% lower cost than Lambeth average -Fully staffed with specialists in all subject areas including industry experience</p> |
| <p>2. Ensure all staff work effectively in support of the UTC's objectives and in sympathy with its values</p> | <p>a) Strong staff training programme ongoing to -communicate objectives and values -secure buy-in from all staff -indicate how effective operation will be articulated b) Operate consistent systems of effective line management to develop and support staff, linked to objectives c) Operate systems of effective appraisal and performance management linked to pay and progression, linked to objectives</p> | <p><i>-UTC meets its objectives both short and medium term</i> <i>-Staff operate in a manner in line with UTC values as a matter of course</i> <i>-Quality and personalization of line management</i> <i>-Performance management impact and outcomes</i></p> | <p>-100% of CPD is graded 'good' or better -100% of staff operating UTC systems -100% of staff targets follow central model -100% of staff effectively managed as judged by internal review</p> | <p>-100% of CPD is graded 'good' or better -100% of staff operating UTC systems -100% of staff targets follow central model -100% of staff effectively managed as judged by internal review</p> |

| | | | | |
|---|--|--|--|--|
| | which are cascaded logically from whole-school to individuals. | | | |
| 3. Ensure teaching shows the highest possible degree of expertise including accuracy of prediction and assessment | <p>a) Operate rigorous and regular quality assurance system for teaching staff to include both observation of T&L and data analysis</p> <p>b) Implement regular scrutiny of assessment in various forms</p> <p>c) Monitor and evaluate accuracy of prediction; introduce moderation and standardization procedures with external partners in support</p> | <p><i>-Quality of teaching</i></p> <p><i>-Accuracy of predictions</i></p> <p><i>-Range, quality and consistency of assessments</i></p> <p><i>-Effectiveness of standardization and moderation across teams</i></p> | <p>-All teaching is 'good' or better</p> <p>-Assessments shown to be accurate and effective</p> <p>-Standardisation and moderation in place across all departments</p> | <p>-All teaching is 'good' or better</p> <p>-Assessments shown to be accurate and effective</p> <p>-Standardisation and moderation in place across all departments</p> |
| 4. Ensure quality assurance of teaching and learning is robust and linked to high quality CPD | <p>a) Rigorous QA of teaching which both generates high quality developmental feedback and also generates performance data</p> <p>b) Analysis of performance data to ensure CPD is appropriate and targeted to need</p> <p>c) High quality CPD programme throughout the year</p> | <p><i>-Quality of teaching data</i></p> <p><i>-CPD programme</i></p> <p><i>-Impact of CPD programme through evaluation data</i></p> | <p>-All staff show improvement in their teaching</p> <p>-100% of teachers positively link CPD to QoT</p> <p>-CPD programme is linked to need according to internal review data</p> <p>-100% of CPD sessions are judged 'good' or better by staff</p> <p>-Non-teaching staff developed to</p> | <p>-All staff show improvement in their teaching</p> <p>-100% of teachers positively link CPD to QoT</p> <p>-CPD programme is linked to need according to internal review data</p> <p>-100% of CPD sessions are judged 'good' or better by staff; 33% outstanding</p> <p>-Non-teaching staff highly effective due to</p> |

| | | | | |
|--|--|---|--|--|
| | | | increase effectiveness | development programmes |
| 5. Secure excellent retention rates of staff, including providing career development opportunities | <p>a) Improve recognition and reward for staff performing well – bonus structure and CPD opportunities</p> <p>b) Strong internal systems to recognise and develop talent</p> <p>c) create retention plans and career development pathways</p> <p>d) Ensure very high quality, targeted CPD for all staff, both teaching and support.</p> | <p><i>-Retention rates in relation to London average</i></p> <p><i>-Internal promotions</i></p> <p><i>-Range of retention strategies</i></p> <p><i>-High quality, personalised professional development</i></p> | <p>-Teaching staff turnover rate 10% lower than London average</p> <p>-A range of retention strategies in place</p> <p>-CPD related to the needs of the majority of staff including all teaching staff</p> | <p>-Teaching staff turnover rate 50% lower than London average</p> <p>-A wide range of retention strategies in place</p> <p>-CPD related to the needs of 100% of staff</p> |

5. Strategic Focus 3 – Maintain financial sustainability

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

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

5.1. Key Performance Indicators

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

| Objective | Strategic priorities | Key Performance Indicator (KPI) | Target Base | Target Stretch |
|-----------|----------------------|---------------------------------|-------------|----------------|
|-----------|----------------------|---------------------------------|-------------|----------------|

| | | | | |
|--|--|--|--|---|
| <p>1. Increase application numbers for 2018-19</p> | <p>a) Clear and appropriate marketing strategy produced, grounded in analysis b) Effective multi-channel marketing and events raise profile of the UTC c) UTC presence at an increasing number of schools at Post-16 events, options evenings etc. d) Meetings with applicants and 'keep warm' activities to minimise attrition. E) New website, prospectus and improved social media campaigns launched</p> | <p><i>-Evidence-based marketing strategies</i> <i>-Range of channels utilised</i> <i>-Increased reach of marketing materials including socials</i> <i>-Range of effective keep warm activities</i> <i>-All applicants met by SLT soon after applying</i></p> | <p>-Applications 50% higher than 2017 -Increasing range of recruitment channels used -Increasing number of Year 9 families directly engaged -At least three 'keep warm' events per year -All applicants invited to interview</p> | <p>-Applications 100% higher than 2017 -Increasing range of recruitment channels used, all offering positive impact and value for money -Increasing number of Year 9 families directly engaged – 10% per year -At least four 'keep warm' events per year -All applicants invited to interview; 75% attendance</p> |
| <p>3. Increase Revenue through different revenue streams</p> | <p>a) Increase lettings revenue, involving partners where possible b) Develop apprenticeship offer c) Explore sources of other revenue – products, services, consultancy d) Increase sponsorship revenue both in cash terms and 'benefit in kind'</p> | <p><i>-Lettings revenue</i> <i>-Apprenticeship pathways offered</i> <i>-Revenue generated through extended offer</i> <i>-Increased benefit to UTC of sponsorship</i></p> | <p>-£5000 per year in external lettings revenue -Apprenticeship programme operational with one partner for</p> | <p>-£15000 in external lettings revenue -Apprenticeship programme operational with three partners for</p> |

| | | | | |
|---|---|---|--|--|
| | | | next academic year -Sponsorship of at least one event/activity | next academic year -Sponsorship of at least three event/activity |
| 4. Efficient use of resources to drive impact in student progress and more widely | a) Regular, accurate evaluation of efficiency in terms of value for money b) Expenditure benchmarked against student impact, to inform spending decisions c) Staffing model is built on high-impact, low cost principles d) Efficiency savings are maximised wherever possible, through shared provision and service-level agreements with partners for example. | - <i>Value for Money (VfM) evaluations</i> - <i>Spending decisions benchmarked against impact</i> - <i>Staffing model adapts to changing needs remaining highly efficient</i> - <i>Intelligent use of shared services and SLAs brings efficiency savings</i> | -Curriculum and staffing model analysis in place annually -Shared services run efficiently and cost effectively -Trust level support offers positive impact and good value for money by internal review -Staffing model is cost-effective and efficient | -Curriculum and staffing model analysis in place twice annually -Shared services run efficiently and cost effectively -Trust level support offers positive impact and good value for money by internal review -Staffing model is cost-effective and efficient |

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

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

1. Mutually beneficial partnership between South Bank Engineering UTC and other schools
2. Build strong and beneficial relationships with local communities

3. Build positive collaborations across the UTC network
4. Strong and beneficial links with an increasing range of partners from industry in engineering and more widely
5. Build university links with LSBU and beyond
6. Build successful International links
7. Ensure high levels engagement and involvement of parents/carers

6.1. Key Performance Indicators

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

| Objective | Strategic priorities | Key Performance Indicator (KPI) | Target Base | Target Stretch |
|---|---|---|---|---|
| 1. Mutually beneficial partnership between South Bank Engineering UTC and other schools | <p>a) Build positive, professional relationships at SLT level with Lambeth and cluster schools both at secondary and primary phase</p> <p>b) Build positive collaborations with local schools which are both mutually beneficial and sustainable</p> <p>c) Host events and give UTC expertise to enhance local offer; use these to improve relationships.</p> | <p><i>-Professional relationships at SLT level</i></p> <p><i>-Inter-school collaborations</i></p> <p><i>-Links both at primary, secondary and university</i></p> <p><i>-Impact of UTC activities on wider educational community</i></p> | <p>-Professional links yield partnership work with three schools in two phases</p> <p>-Links with university impact on all UTC students</p> <p>-UTC able to evidence positive impact on wider community through range of activity</p> | <p>-Professional links yield partnership work with five schools in two phases</p> <p>-Links with universities impact on all UTC students</p> <p>-UTC able to evidence positive impact on wider community through range of activity in range of channels</p> |

| | | | | |
|--|--|---|---|--|
| <p>2. Build strong and beneficial relationships with local communities</p> | <p>a) Offer use of UTC expertise and facilities to local groups, such as professional qualifications to parents b) Harness nature of UTC and its students to add value to local community groups, such as enhancing local charity social media c) Build reputation and awareness of UTC in the local area by maximizing publicity for the UTC through shared activities and events</p> | <p><i>-Professional qualifications customers and outcomes</i> <i>-Impact of community initiatives</i> <i>-Reputational analysis</i> <i>-Range and nature of publicity</i></p> | <p>-Professional qualifications offered to external stakeholders -Community initiatives receive positive feedback -At least three positive press reports per year</p> | <p>-Professional qualifications achieved by external stakeholders -At least three community initiatives receive positive feedback -At least five positive press reports per year with no negative publicity in public domain</p> |
| <p>3. Build positive collaborations across the UTC network</p> | <p>a) Develop collaborative and high-impact relationships with other UTCs, especially UTC Reading and London Design UTC to improve T&L b) Relationships generate efficiencies – for example in staff recruitment or marketing c) Develop and share products, services, collaborations and projects more widely</p> | <p><i>-Depth, breadth and impact of inter-UTC collaborations</i> <i>-Efficiencies generated through collaborations</i> <i>-Impact of wider development of products and services</i></p> | <p>-Evidence of positive collaborations with two other UTCs -UTC/BDT collaborations generate efficiencies or added capacity -Positive educational impact through</p> | <p>-Evidence of positive collaborations with at least three other UTCs -UTC/BDT collaborations generate efficiencies and added capacity -Positive educational impact through</p> |

| | | | UTC collaborations | at least two UTC collaborations |
|--|--|---|--|--|
| 4. Strong and beneficial links with an increasing range of partners from industry in engineering and more widely | <p>a) Existing sponsors all actively engaged with projects delivered</p> <p>b) Existing partners all actively engaged</p> <p>c) Range of new partners engaged in engineering and more widely</p> <p>d) Partnerships used to ensure strong and coherent CEIAG</p> | <p><i>-Sponsor engagements: range, regularity, depth, impact</i></p> <p><i>-Engagements from existing partners</i></p> <p><i>-Engagements from new partners</i></p> <p><i>-Number and type of new partnerships</i></p> <p><i>-Quality and impact of CEIAG</i></p> | <p>-100% of sponsors deliver employer projects annually</p> <p>-Existing partners all deliver input annually</p> <p>-At least two new partnerships developed per year</p> <p>-Investor in Careers Award achieved</p> | <p>-100% of sponsors deliver two+ employer projects annually</p> <p>-Existing partners all deliver 2+ inputs annually</p> <p>-At least three new partnerships developed per year</p> <p>-Investor in Careers Award achieved</p> <p>-100% of students give positive feedback on CEIAG programme</p> |
| 5. Build university links with LSBU and beyond | <p>a) LSBU links are developed both in depth and breadth</p> <p>b) Further university links developed, including Russell Group and other London universities</p> | <p><i>-LSBU engagements: range, regularity, depth, impact</i></p> <p><i>-Engagements with other universities</i></p> <p><i>-Academic links</i></p> | <p>-LSBU engagements develop in range and depth</p> | <p>-LSBU engagements develop in range and depth</p> <p>-Academic links at LSBU add</p> |

| | | | | |
|---|--|---|--|--|
| | <p>c) Links with students and academics developed, including mentoring and lectures</p> <p>d) UTC benefits from access to university resources</p> | <p><i>-Value-add from links including mentoring and access to resources and teaching spaces</i></p> | <p>-Academic links at LSBU add educational value</p> <p>-100% of students have LSBU link</p> <p>-100% of students rate LSBU link as positive</p> <p>-Wider links developed with other including Russell Group universities</p> | <p>educational value</p> <p>-100% of students have LSBU link</p> <p>-100% of students rate LSBU link as positive</p> <p>-Wider links developed with other including Russell Group universities</p> |
| 6. Build successful International links | <p>a) International links developed at a student level</p> <p>b) Institutional links developed internationally</p> | <p><i>-Impact of international links on UTC</i></p> <p><i>-Wider benefits of links eg on cultural understanding, at student level</i></p> | <p>-Two international links in place</p> <p>-UTC students able to articulate benefits of links</p> <p>-Institutional international link in place</p> | <p>-Three international links in place</p> <p>-All UTC students able to articulate benefits of links</p> <p>-Institutional international links in place including outside Europe</p> |
| 7. Ensure high levels engagement and | <p>a) High levels of engagement from parents/carers</p> | <p><i>-Attendance at parents' evenings</i></p> <p><i>-Proportion of parents/carers actively engaged with UTC</i></p> | <p>-100% of parents/carers</p> | <p>-100% of parents/carers positively</p> |

| | | | | |
|-------------------------------|---|--|---|---|
| involvement of parents/carers | <p>b) Range of engagement with parents/carers including input in UTC decision-making</p> <p>c) Use of innovative technology to remove barriers to engagement</p> <p>d) Use of resources including technology and staffing to remove language barriers</p> | <p><i>-Impact of technology to increase range and types of engagements</i></p> <p><i>-Engagement of EAL parents/carers</i></p> | <p>positively engaged with UTC</p> <p>-Increasing use of multi-channel communication with parents/carers</p> <p>-Effective engagement with 100% of EAL families</p> | <p>engaged with UTC</p> <p>-Increasing use of multi-channel communication with parents/carers including online</p> <p>-Effective engagement with 100% of EAL families</p> |
|-------------------------------|---|--|---|---|

This page is intentionally left blank



South Bank Engineering UTC

Health and safety / HR Action Log

Health and safety.

There have been no significant health and safety concerns in the last term of operating. The building systems operate well overall. Reporting and recording systems are evolving, with the publication of an LSBU-commissioned report to inform systems. The Business Support Officer now has oversight of health and safety on a day-to-day basis, reporting in to the Principal. The lack of a premises team is an issue, with issues being picked up by SLT and the builders.

Security: no issues. Building secure, with entry systems, locking and CCTV all operating as normal. Isolated issues with intruder alarm sounding incorrectly dealt with through installers – now working correctly.

Lift: initial issues due to faulty installation now dealt with. Lift operating safely. Regular servicing, maintenance and checking being put in place.

Fire: no significant concerns. Fire drills operating effectively throughout last year. Alarm panel working well, although some issues with interconnectivity with Lambeth/Trinity caused concern now remedied. Some cardboard waste identified as constituting a potential fire hazard quickly removed. Fire call point checks to be systematised with Trinity. Fire equipment testing taking place this month. Fire risk assessment for phase 2 building being implemented in collaboration with builders.

Water: no issues with water supply, temperature or quality reported, although testing regime is not yet in place fully.

Hygiene: isolated toilet blockages dealt with immediately.

Heating: some issues with overheated or cold rooms experienced; being dealt with through builders.

The UTC building programme is ongoing until the handover of Phase 2 in October. As a consequence, UTC leaders consider the building within its defect period, with Bowmer & Kirkland project management supporting. There is a good relationship with effective and quick remedial action to deal with any reported H&S issues. It is urgent that a premises staffing capability is brought on stream to pick up and mitigate potential H&S issues.

HR

HR support processes and systems are strong. Support is readily available for staff. Robust processes are followed in the recruitment of staff. The SCR is accurate and regularly checked for compliance, including in relation to potential safeguarding risks. Safer Recruitment processes are followed at all times.

In the last term, there have been a number of HR issues requiring action

██████████: failed probationary period, following review. Actions taken included target-setting meetings linked to teachers' standards; dismissal in August 2018. Satisfactory conclusion.

██████████: HR advice given in relation to complaint not escalated to a grievance. A mediation meeting was planned but ██████ resigned in order to move to another school.

Internal recruitment processes completed for Deputy DSL, Business Support Officer and Director of Development roles, now filled.

██████████: HR advice given in relation to relationship issues. He then followed Whistleblowing procedure, triggering an investigation which was managed through LSBU. This has now concluded satisfactorily.



South Bank Engineering UTC

Staff recruitment and training

Leavers

Science technician

Engineering teacher (unqualified)

Teacher of physics

SEND Teaching Assistant

English Teaching Assistant

New staff

Teacher of chemistry (0.4FTE)

Teacher of business

SEND Teaching Assistant (0.4 FTE)

English Teaching Assistant

Teacher of physics

Existing staff in revised roles

SENDCO and teacher of chemistry to SENDCO (0.6FTE)

Lead Teacher of English to Director of Development and Lead Teacher of English

Finance Officer to Business Support Officer

SEND Teaching Assistant to engineering teacher (unqualified)

The UTC has successfully recruited replacements for departing staff, although there are a number of roles yet to be filled. There is a vacancy for a technical support role to replace the science lab technician. There is a vacancy for SEND TAs of 1.6 FTE to replace like-for-like, with potentially more demand in order to meet statutory commitments on students' EHC

Plans. There is a vacancy for a premises operative to be confirmed at trust level following budget planning.

Some re-working of the existing staff team has been designed to increase capacity. The Director of Development role for example gives SLT the capability to further develop teaching and learning, including the development of cross-curricular strands and employability, as well as creating opportunities for innovation and practitioner research. The Business Support Officer role builds upon the existing local Finance Officer role to comprise involvement for health and safety and premises, linking well to a similar role at UAE.

A full training programme is in place for staff. Two full days of CPD were delivered on 3rd and 4th September, with topics including safeguarding training, SIMS training, teaching and learning, conduct and more. Monday CPD is planned and delivered on a rota according to calendar and need. Friday T&L briefings share good practice. Beginner Teacher meetings will begin this week, led by the Principal.

Three members of staff are in their final year of an Assessment Only teacher training programme, so will be required to serve three weeks in a second school. We will liaise with UAE to facilitate this: minimising cost and disruption are key considerations from a UTC perspective.

South Bank Engineering UTC Health and Safety Management Review.

1.0 Background and Purpose

The CEO requested an assurance audit of the schools health and safety management system to be carried out by the Health and Safety Manager of London South Bank University. He is a Chartered Member of IOSH and has twenty years of experience providing health and safety advice to schools, having worked for two London local authorities. He has also twice been the Chair of the IOSH Education Group and was a member of the committee for over 12 years.

2.0 Report

The school management are aware of need to improve and update policies, many of which are going to be revised this summer break. The Principal has also identified the need for improved Health and Safety knowledge and has appointed the School Business Manager as the lead for this. It is advised the SBM should complete the IOSH Managing Safely Certificate as a minimum to improve her competence.

- 2.1 Policies have not been tailored to meet the actual needs of the school, e.g. the health and safety policy covered minibus use even though the school does not have a minibus. Further, there needs to be consistency between policies and risk assessments, e.g. Educational Visits and acceptable staff / student ratios are different.
- 2.2 The school building is coming out of the defects period and the school management need to identify suitable contractors to take on the planned maintenance of plant and equipment. The school also need to ensure a suitable and sufficient Water Risk Assessment and risk controls are in place. There are no staff at the school with the technical knowledge to manage these risks effectively.
- 2.3 The school must instigate weekly testing of the fire alarm system and record in a suitable log, all call points should be tested within a thirteen week period. If there are more than thirteen call points at the school this will require testing of more than one per week.
- 2.4 The Principal is considering sharing resources with Trinity Academy to help spread costs. It was advised this was covered by a comprehensive SLA to ensure value for money.
- 2.5 Design and Technician staff are working to BS4163: Health and safety for design and technology in educational and similar establishments – Code of practice. The Head of D&T provided a DATA certificate of competence for the equipment currently being used.
- 2.6 Model risk assessments (from CLEAPSS) for design and technology were received, but no specific COSHH assessments for hazardous substances. I have advised of the need to make the model assessments school specific.

Recommendation

- 1 Management puts measures in place to ensure the issues identified in the risk table are resolved.**

3.0 Risk table for issues identified

| Risk Rating | Issue | Action Required | Action completed |
|-------------|--|---|------------------|
| High | Unclear communications between the school and the Local Governing Board (LGB) resulting in key issues not being identified and actioned appropriately. | <p>A governor is given specific responsibility for H&S with suitable training to understand the role requirements.</p> <p>The full Judicium reports /risk assessments & reviews are provided to the LGB, to be discussed at the next available meeting after they are received.</p> <p>Termly report to LGB for discussion of health and safety management</p> | |
| High | School management and staff do not have the necessary knowledge to undertake H&S duties. | <p>Management and Staff are appropriately trained to understand legislative requirements, especially relating to building fabric.</p> <p>Consider additional resources to support the school in ensuring an adequate maintenance regime is in place and appropriate records kept.</p> <p>School Health and Safety Committee set up to meet termly for communication between staff and management with notes sent to LGB</p> | |
| High | School is coming out of the defects period | <p>Management need to have in place appropriate contracts, procedures and records to manage high risk maintenance issues, e.g. Fire alarm and emergency light testing, water risk assessment including temperature checks and flushing requirements, maintenance and testing of lifting equipment, testing of local exhaust ventilation to comply with COSHH.</p> | |
| High | Computer workstation assessments for office staff have not been carried out | <p>Carry out individual workstation assessment for office staff to ensure the computer workstation is set up correctly with the appropriate reasonable adjustments for each member of staff</p> | |

| Risk Rating | Issue | Action Required | Action completed |
|---------------|--|--|------------------|
| Medium | Limited resources to carry out internal maintenance and checks | The Board of Governors support the Principal in maximising the use of resources through partnership working with Trinity Academy and Lambeth College. | |
| Medium | Policies are not up to date or relevant to the school | Policies, especially the health and safety policy need to be amended to meet the needs of the school and not cover irrelevant areas, e.g. minibus. There needs to be consistency between policies and risk assessments, e.g. Educational Visits and acceptable staff / student ratios. | |

| Risk Rating | Definition |
|---------------|---|
| High | Urgent action require to ensure significant hazards are adequately controlled |
| Medium | Action required should be carried out before use of the equipment / within 3 months |

This page is intentionally left blank



Report on HR Arrangements at South Bank Engineering UTC and University Academy of Engineering South Bank

1.0 Background

This report was commissioned by the Chief Marketing Officer, and fact finding visits and interviews took place in July 2018.

2.0 Pay and Benefits.

Both Academies work to a central pay structure determined by the Academy Trust. Detailed analysis and findings of the pay structure enquiries are provided at **Appendix A**. This includes wider benchmarking. The current arrangement is open to potential unequal or unfair pay decisions, because there is a lack of consistency in how it is applied.

2.1 For paycales to remain competitive with the market, the Academy Trust needs to remain mindful of national developments, including the latest government announcement of a pay rise of up to 3.5% for classroom teachers on the main pay range, 2% for those on the upper pay range and 1.5% for those in leadership positions.

2.2 This is less than the School Teachers Review Body, 28th Report 2018, recommended of 3.5% overall for teachers and school leaders.

2.3 Recommendations

1. The Trust needs to provide greater clarity, and more specific guidance to Principals on the implementation, and practical application of paycales.

2. The South Bank Academies pay structure does not have a clear provision for additional responsibilities, taken on by teaching staff during the year.

3. The Trust need to ensure they have a suitable mechanism for paycale review, to ensure market competitiveness.

3.0 Recruitment and Contracts

There have been previous delays in issuing contracts for new employees at UAE in the past, due to not having a Business Manager in post. At the time of the review

these issues had been addressed. Arrangements at UTC seem more robust, as there has been a postholder in place, whose role has a central HR focus.

- 3.1 Discussion with the Principal at UAE, indicated a required reliance on asking some non-teaching staff, to regularly work additional hours to those stipulated in the contract (overtime at standard rate). This relies on employee goodwill, and may be a future business risk.
- 3.2 Contract wording aligns with standard LSBU contracts, though this format may appear very different to experienced teaching staff, used to local authority school contract models.
- 3.3 Recruitment requests at UAE appear to follow a similar principle to the LSBU HR1 form by a different name, except it is a manual process. It is not clear how efficient or consistent this system is across both sites, or how monitoring data is assimilated overall.

3.4 **Recommendations**

4. Any future significant problems with the ability to issue contracts in a timely way, should be reported to the Chief Marketing Officer.

5. Consideration should be given to reviewing the number of stipulated hours of contracted work for some posts, as opposed to models which pre-suppose reliance on overtime.

6. Make the request to recruit process forms electronic, and issue appropriate guidance.

4.0 Role of Judicium

Both Academies stated that they received a responsive and helpful service from this external provider. Staff interviewed at both Academies did not hold, or had not seen, the Judicium Contract. It was therefore unclear how contract monitoring, or more formal service evaluation was reported.

- 4.1 The total cost of the annual contract, is £13,060.80 inc vat pa for both Academies. This covers the following areas:

- HR Advisory (£6,093.50)
- Health and Safety (£4,720.90)
- Occupational Health (£835.20)
- Legal Support (£1,411.20)

- 4.2 The original application form of March 2018, lists the number of employees at 2 sites as 63. This does not appear accurate.

- 4.3 Headcount can be an important issue for future traded services pricing. For example Southwark Council has a Schools Human Resources Traded Services, which charges by the headcount reported on the school workforce census (£97 pa per staff member for HR Services). Westminster Council similarly bases HR and Occupational Health Services around number of staff.
- 4.4 On the Judicium application form of March 2016, "Payroll" service is also ticked. The invoice of 29/3/18 (period 8/3/18 -7/3/19) doesn't list a charge for any payroll services, if these are utilised.
- 4.5 The current contract commenced on 8 March, 2018, and commits South Bank Academies Trust for 12 months. The period of notice is 6 months. Therefore should we wish to change the model on 7 March 2019, we would formally need to give notice by 6 September. If we do not give notice, the contract will continue on a monthly renewal basis.
- 4.6 Research was also undertaken on wider local authority traded services offers to Academies, including Lambeth Council and Westminster Council. These appear to offer a wide portfolio of localised services.

4.7 **Recommendations**

7. Ensure suitable contract monitoring arrangements are taking place with Judicium, based on engagement/input from the 2 Academies.

8. Remain mindful of the notice period should a decision be made to change provider, or utilise a different model of delivery.

5.0 **Future model**

More localised support models e.g. nearby local authority traded services options would be beneficial to the Academies, particularly if any site visits/face to face meetings were required, and in developing ongoing working relationships.

- 5.1 However rather than continually committing revenue to external public sector agencies or commercial for profit organisations, a shared service delivery model by LSBU across the family of institutions should be considered, developed, and appropriately resourced.

5.2 **Recommendation**

9. To move towards an LSBU shared service model of delivery.

6.0 Policies and Performance Management/Grievance Procedures

Whilst each institution has core HR Policies from the Trust, ranging from appraisal to performance management, it would be prudent to now review the content, using direct input from operational representatives from each Academy. This would build ownership and engagement. This ownership appears to be currently lacking.

6.1 Recommendation

10. To use operational representatives from each Academy, to undertake an overall review of policy.

7.0 Major Incident Management

The “Academies Financial Handbook 2018” states “The trust’s management of risks **must** include contingency and business continuity planning”.

7.1 Each Academy has its own Plan, but both would significantly benefit from professional incident management and resilience support. This is currently a gap.

7.2 Recommendation

11. Build major incident management into the LSBU shared service model of delivery. In the interim, for any major incident, seek advice from the LSBU Safety and Resilience Advisor.

8.0 Governance and Reporting

From the direct interviews carried out, there does not appear to be a comprehensive set of standard dashboard HR metrics, which are regularly requested by the Board of the Trust. (Primary Source: Interview at UTC). This information would significantly empower the Board of the Trust. It should also include anonymised reporting of equalities data, and mandatory training completion rates.

8.1 There is a reliance on individual employee expertise at both sites, and this may be a service risk if a particular postholder was off sick for any length of time.

8.2 The FE Sector is very different to the HE Sector. Many of the early set up arrangements for the Academies adopted HE practices and principles (from contracts to policies). It is important to continually monitor fitness for purpose, as what works for one sector may not do so as well for the other. This would help to avoid any future potential disconnect.

8.3 One Board Member (ideally with FE experience) should be assigned responsibility for monitoring HR issues, to ensure this remains in focus.

8.4 **Recommendations**

12. That a comprehensive data dashboard of HR metrics is submitted to the Board quarterly.

13. One Board Member is assigned responsibility for HR.

9.0 **Employee Assistance Programme**

Whilst the Academies purchase Occupational Health Services from Judicium, they do not appear to have a structured employee assistance programme, which would also aid staff wellbeing.

9.1 **Recommendation**

14. To provide access to an employee assistance programme. This could be achieved/resourced by adding to the LSBU contract.

10. **Staff Data**

The Single Central Record should be audited outside of the scope of this review, in order to ensure it is accurate, up to date and captures all required data.

Salary surveys and pay policy assessment

1. Background and purpose

- a. To summarise key information relating to teachers’ pay in Inner London across LSBU Academies, MATs, and LA schools.

2. Executive Summary

| Teacher type | LSBU | MAT (Harris) | Burgundy Book (LA) |
|--------------------------------|----------------------------------|--------------------|--------------------|
| Unqualified | £21,210 - £33,300 | £20,909 - £30,573 | £20,909 - £30,573 |
| Qualified | £28,684 - £35,602 | £28,660 - £38,245 | £28,660 - £39,006 |
| Responsibilities allowance | Undefined/ Not applicable | £43,616 - £47,298 | £7,699 - £13,027 |
| Lead practitioners | Undefined/ Not applicable | £46,814 - £67,305 | £40,458 - £60,945 |
| Leadership (inc. Headteachers) | Undefined/£54,287 - £109,080 (?) | £46,814 - £116,738 | £46,814 - £115,582 |

Please note; not all MAT pay policy and pay ranges are publically available. Comparisons on pay are related to Academy trusts that publish this information only, and data has been averaged to provide this comparator range. Further comparisons on pay include policies [published here](#).

The Burgundy Book (NASUWT) teachers’ pay details can be found [here](#).

3. Comments on Pay Policies

- a. The scope of pay policies in various MAT and LA Schools varies, but all include definitions of “responsibilities” and “Lead Practitioners” that allow leadership teams or Board Trusts to make consistent choices around pay and progression.
- b. SBA pay policy does not include any information on how the pay scales should be interpreted, nor does it include definitions of non-standard job titles (e.g. “Director”, “Director/AVP”, and “VP”).

4. Comments on pay scales

- a. All pay scales broadly cover an equivalent salary range
- b. The NASUWT pay scale may be considered challenging to read by non-education professionals
- c. All pay scales (excluding SBA) clearly define unqualified, qualified, lead practitioner, and leadership level salaries.

5. Some notes on adverts

- a. All adverts were for teaching staff in Inner London.
- b. All adverts included below were open and accepting applications on 27 July 2018.
- c. This is considered to be late in the application cycle for September 2018 start.
- d. There is no evidence to suggest that salaries have been inflated by the need to fill posts quickly, but this is possible.

6. Salaries advertised

- a. Head of Maths, Camden, £35,600 - £54,500
- b. Head of English, Camden, £32,780 - £57,800
- c. Geography Teacher, North London, £28,000 - £47,000
- d. English Teacher, West London, £28,000 - £45,000

7. Anticipated challenges in SBA Schools

- a. A lack of clarity around definitions of job titles may lead to unfair or unequal pay between Schools in the Trust.
- b. The SBA pay policy does not include any provision for additional responsibilities taken on by teaching staff during the year.
- c. SBA Schools may struggle to attract experienced teachers as there is no provision for offering new teaching staff starting salaries above the “Main” teacher scale.
- d. SBA Schools primarily recruit inexperienced teachers. This may be a result of the lack of clarity on more senior teaching staff pay, but could also be seen as a management decision to develop new teachers.
- e. Separate Schools within the Trust may interpret the SBA Pay Scales and Policy differently; this may lead to a perception of bias in the recruitment process and unequal or “unfair” pay decisions being made at the sole discretion of the Headteacher.

8. Recommendations

- a. Provide consistent and clear guidance to all SBA Schools on roles and responsibilities of LL, Dir, Dir/AVP, and VP (TS11 – TS37) level teaching staff.
- b. Undertake to consult Schools on a standard policy on responsibilities allowance and lead practitioner pay to ensure all teachers are fairly rewarded for additional work undertaken.

This page is intentionally left blank