

University Academy of Engineering Learning & Teaching Committee Meeting

3.30 - 5.00 pm on Monday, 6 November 2017
in University Academy of Engineering - Trafalgar Street, London SE17 2TP

Agenda

<i>No.</i>	<i>Time</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
1.		Welcome and apologies		LM
2.		Declarations of interest		LM
3.		Minutes of previous meeting	3 - 4	LM
4.		Matters arising	5 - 6	LM
Items to discuss				
5.		Learning areas report	7 - 8	JT
6.		Student progress report	9 - 12	JT
7.		Review Quality of Teaching	13 - 16	JT
8.		Review pupil attendance and exclusions	17 - 18	JT
Items to note				
9.		Any other business		LM

Date of next meeting
3.30 pm on Wednesday, 28 February 2018

Members: Rao Bhamidimarri, Karen Fowler, Steve French, Lesley Morrison (Chair), Tony Roberts and John Taylor

In attendance Claire Viner and Alexander Enibe

This page is intentionally left blank



Create your future

**Minutes of the meeting of the University Academy of Engineering Learning & Teaching Committee
held at 3.30 pm on Wednesday, 10 May 2017
University Academy of Engineering - Trafalgar Street, London SE17 2TP**

Present

Lesley Morrison (Chair)
Karen Fowler
Rao Bhamidimarri
Steve French
Tony Roberts

Apologies

Gary Nelson
Farah Nur

In attendance

Pervena Singh (Clerk)

1. Welcome and apologies

The Chair welcomed the governors to the meeting, and notified governors that the committee meeting may be adjourned early, as governors have been invited to join the OfSTED debriefing meeting, following the two day inspection.

The committee noted the Principal's apologies, in light of the ongoing OfSTED inspection.

2. Declarations of interest

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

3. Minutes of previous meeting

The committee approved the minutes of the meeting held on Tuesday, 21 February 2017, subject to one typographical change and percentage change for male and female applications for September 2017 intake.

In light of the discussion of male and female intake for September, the CEO tabled the Internal Audit Report for Student Recruitment, which outlined the offers which have been declined, current acceptances and offers with no acceptances. It was reported that the intake compared to last year was much lower. The committee showed concern over the number of applications which had yet to accept an offer at the Academy. The committee requested that a drive in marketing be a priority for the new Principal and admissions.

Tony Roberts joined the meeting

4. Matters arising

The committee noted the pending matters arising.

5. Learning and Teaching report

The Committee noted the learning and teaching Academy performance summary, and data on performance by cohort and performance by subject.

The Committee discussed streaming, to address the lower attaining pupils' and to provide a greater push for high attaining pupils, and requested this be discussed in detail at the next meeting.

The Committee discussed staff performance and commented on the changed culture at the school and the improvement of English standards since the arrival of the new Principal.

The Committee noted the need for greater leadership for the 6th form, it was confirmed that the Academy would be recruiting a separate 6th form director, in the near future.

6. Ofsted preparation

In light of the Ofsted inspection currently taking place, and as the Principal was absent, the committee agreed that this item was no longer relevant.

**Date of next meeting
3.30 pm, on Wednesday, 1 November 2017**

Confirmed as a true record

..... (Chair)

**UNIVERSITY ACADEMY OF ENGINEERING LEARNING & TEACHING COMMITTEE - WEDNESDAY, 10
MAY 2017**

ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Officer	Action Status
3.	Minutes of previous meeting	Clerk to make two changes to the minutes of the committee meeting held on Tuesday, 21 February 2017.	Pervena Singh	Completed
7.	Any other business	2018 yearly meeting schedule, to be discussed at the next LGB meeting.	Gary Nelson	Completed

This page is intentionally left blank

Agenda Item 5

UAE Learning and Teaching committee meeting

Monday 6th November 2017

Learning areas (departments) report: Item 5

We will be in a better position to give a detailed report on the quality of teaching and learning in all departments after the department reviews which will be taking place in January 2018. This is now a significant part of the school's annual evaluation and improvement cycle. Therefore, this item should be reported on in the new year.

Annette will be briefing governors on the detail of the annual review cycle in the meeting as agenda item 6.

I can say that I have identified weaknesses in two key departments since September. These are Design and Engineering and Computer Science.

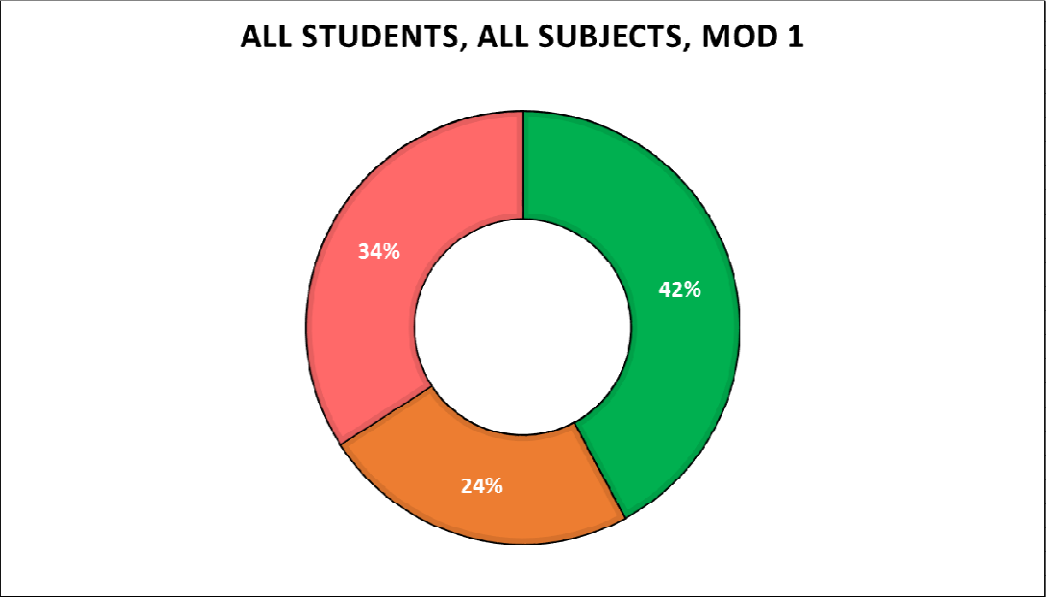
I will discuss what steps have been taken so far and what steps will be taken in the future to improve the teaching and learning in these departments at the meeting.

A handwritten signature in black ink, appearing to read 'John Taylor', with a stylized flourish at the end.

John Taylor

This page is intentionally left blank

Overall Performance



66% of students are making better or expected progress towards their targets

Performance by Cohort

Year 7 NOR: 145								
Targets set after module 1 baseline testing is compared to CATS and KS2 Eng and Maths scores								

Year 8 NOR: 144								
Expected or better %	Overall	H	M	L	PP	SEND	Boys (112)	Girls (32)
Eng	66↓↓	52	65↓↓	82↓↓	64↓↓	40↓↓	60↓↓	71↓↓
Ma	76↓	80↓	72↓	100	77	64↓	61↓↓	94↓
Sci	79↓	84	78↓↓	80↓↓	84	71↓↓	76↓	91↓
All	69↓↓	52↓↓	69↓↓	83↓↓	71↓↓	63↓↓	67↓↓	74↓

Year 9 NOR: 132								
Expected or better %	Overall	H	M	L	PP	SEND	Boys (97)	Girls (35)
Eng	67↓↓	54↓↓	66↓↓	91↓	64↓	61↓	62↓↓	79↓↓
Ma	68↓↓	43↓↓	70↓↓	78↓	72↓	65	68↓↓	69↓↓
Sci	83	74	93	61↓	82	66↑↑	82	85
All	68↓	56↓↓	69↓↓	78↓	67↓	61	67↓↓	69↓↓

Year 10 NOR: 97								
Expected or better %	Overall	H	M	L	PP	SEND	Boys (66)	Girls (31)
Eng	59↓↓	57↓↓	59↓↓	64↓↓	51↓↓	46↓↓	49↓↓	81↓
Ma	60↓	44↓	65	70↑↑	61	54	67	81
Sci	64	61	56	62↓↓	62	48↓	55	84
All	59↓	52↓↓	59↓	61↓	59↓	54↓	52↓	74

comparison with previous module

- ↑ increase of 5-10%
- ↑↑ increase of 10+%
- ↓ decrease of 5-10%
- ↓↓ decrease of 10+%

comparison against benchmarks

- below 65%
- between 65-70%
- between 70-80%
- between 80%-85%
- between 85-90%
- above 90%





- 66% of students are on target to make expected or better than expected progress a significant decrease of 9% from last module
- Pupil premium students' progress continues to be in line with academy progress.
- There has been a systematic decline across the board. The decline is still relative in so far as year 8 students perform better than year 9 students who in turn make more progress than year 10 students. We believe the decline has happened because:
 - There have been 14 new teachers who are still establishing themselves with new classes
 - New subject leaders are being more objective about student progress
 - Heads of Department have been accountable to SLT about grade inflation and are comparing progress to end of year results
 - Teachers are now benchmarking more against summative end of year performance
 - Summative testing is too frequent and getting in the way of learning and progress
- Girls continue to do well in comparison to boys.
- Year 9 progress has declined in maths and English as new GCSE data has helped departments benchmark more securely
- HAPS are still making less progress relative to MAPs and LAPs which is an indication of lack of stretch and challenge
- Progress in Maths and Science remains strong and consistent in years 7 and 8 but less robust in year 9 where GCSE style end of year exams were introduced
- SEND student progress continues to be a concern

Year Group Achievement by Subject (1-9)




Performance by Subject

Year 7																								
	Eng		Maths		Sci		DTE		ComSc		Spanish		Humanities		Art		Music		Drama		Dance		PE	
Module 1	2.77		2.87		2.69		2.83		2.83		0.37		2.79		n/a		n/a		n/a					
Year 8																								
	Eng		Maths		Sci		DTE		ComSc		Spanish		Humanities		Art		Music		Drama		Dance		PE	
KS2	2.73		2.72		2.71		2.70		2.71		0.73		2.72		2.71		2.71		1.97					
Module 6	3.28	●	3.33	●	3.25	●	3.27	●	2.98	●	2.04	●	3.27	●	3.04	●	3.19*	●	2.51	●				
Module 1	3.25	●	3.35	●	3.35	●	3.27	●	3.08	●	2.08	●	3.36	●	2.88	●	1.88	●	2.93	●				
Year 9																								
							Engineer	Prd Dsgn			Spanish		Geog	History									Business	
KS2	2.88		2.95		2.85		2.91	2.91		2.91	0.81		2.91	2.91		2.95							2.70	2.91
Module 6	4.03	●	4.26	●	4.20	●	4.07	4.07	●	4.15	●	2.77	●	4.09	●	3.81	●					3.55	●	n/a
Module 1	4.04	●	4.18	●	4.25	●	4.05	2.93	●	4.31	●	3.16	●	4.30	●	4.25	●	4.19	●			4.09	●	1.80
Year 10																								
							Engineer	Prd Dsgn			Spanish	Mand		Geog	History									
KS2	2.76		2.82		2.76		2.76	2.76		2.82	1.19	0.00		2.76	2.76		2.76		2.76		2.76		2.76	2.76
Module 6	4.65	●	4.67	●	4.55	●	5.19	4.49	●	4.69*	●	3.60	2.80	●	4.69	4.83	●	4.37	●	5.11*	●	5.00	●	4.64
Module 1	4.60	●	4.62	●	4.62	●	5.19	2.66	●	5.10*	●	2.83	2.90	●	4.93	4.95	●	4.20	●	2.77	●	5.01	●	4.80

Comparison with module 5

	rapid improvement		no significant change
	significant improvement		
	moderate improvement		

Overall progress

	above flight path target
	broadly in line with flight path average target
	below flight path average target

- Progress is relative to academy target to make 0.55 value added against Progress 8 measure. When compared against national expected progress the overall picture is more encouraging. See attached 4matrix appendices. At current progression the academy is set to achieve +0.24 to +0.34 P8 value added
- Slower and declining progression in year 9 due to benchmarking against GCSE practice exam results in module 6 and SLT Quality assurance.
- *subjects have reliability issues regarding a discrepancy between assessed grades and exam grades which will be investigated further.
- New subject leads/Head of Departments have moderated achievement downwards based on evidence in Art, Music, PE, Spanish and Design and Engineering

Transition matrices for Core Subjects Year 10

English

	Key Stage 4 Grade									3 Levels			4 Levels		5 Levels		6 Levels			
	Other	U	1	2	3	4	5	6	7	8	9	#	#	%	#	%	#	%	#	%
Other				2	3	4	2					0	0	0.00%	0	0.00%	0	0.00%	0	0.00%
W												0	0	0.00%	0	0.00%	0	0.00%	0	0.00%
1												0	0	0.00%	0	0.00%	0	0.00%	0	0.00%
2												0	0	0.00%	0	0.00%	0	0.00%	0	0.00%
3					3	3						6	6	100.00%	3	50.00%	0	0.00%	0	0.00%
4				1	13	24	13					51	37	72.55%	0	0.00%	0	0.00%	0	0.00%
5					4	6	16	4				30	4	13.33%	0	0.00%	0	0.00%	0	0.00%
#	0	0	0	1	20	33	29	4	0	0	0	87	47	54.02%	3	3.45%	0	0.00%	0	0.00%

- The transition matrices show attainment at KS4 vs prior attainment at KS2.
- The matrices measure performance at the end of year 11
- Current progress suggests students will make at least expected progress in the core subjects

Maths

	Key Stage 4 Grade									3 Levels			4 Levels		5 Levels		6 Levels			
	Other	U	1	2	3	4	5	6	7	8	9	#	#	%	#	%	#	%	#	%
Other				3	1	5		1				1	1	100.00%	0	0.00%	0	0.00%	0	0.00%
W												0	0	0.00%	0	0.00%	0	0.00%	0	0.00%
1												0	0	0.00%	0	0.00%	0	0.00%	0	0.00%
2												0	0	0.00%	0	0.00%	0	0.00%	0	0.00%
3						4	2					6	6	100.00%	2	33.33%	0	0.00%	0	0.00%
4					11	27	13					51	40	78.43%	0	0.00%	0	0.00%	0	0.00%
5					1	12	12	5				30	5	16.67%	0	0.00%	0	0.00%	0	0.00%
#	0	0	0	0	16	41	25	6	0	0	0	88	52	59.09%	2	2.27%	0	0.00%	0	0.00%

Key

- Purple = above expected progress
- Green = expected progress
- Blue = Less than expected progress

Science

	Key Stage 4 Grade									3 Levels			4 Levels		5 Levels		6 Levels			
	Other	U	1	2	3	4	5	6	7	8	9	#	#	%	#	%	#	%	#	%
Other				1		7	1					0	0	0.00%	0	0.00%	0	0.00%	0	0.00%
W												0	0	0.00%	0	0.00%	0	0.00%	0	0.00%
1												0	0	0.00%	0	0.00%	0	0.00%	0	0.00%
2												0	0	0.00%	0	0.00%	0	0.00%	0	0.00%
3					1	3	2					6	5	83.33%	2	33.33%	0	0.00%	0	0.00%
4					1	16	21	12		1		51	34	66.67%	1	1.96%	1	1.96%	0	0.00%
5						9	14	6				29	6	20.69%	0	0.00%	0	0.00%	0	0.00%
#	0	0	0	2	19	32	26	6	1	0	0	86	45	52.33%	3	3.49%	1	1.16%	0	0.00%

Teaching and Learning development cycle at UAE South Bank

The Performance Management cycle and the department review are the two main strands to the T&L development cycle at UAE which aims to ensure consistent high quality T&L through effective quality assurance and development of teachers.

The performance management cycle

This consists of:

- 3 X formal lesson observations undertaken by the line manager. One of these may be part of the department review. Usually this will be one lesson observation per term
- Completion of the PLC research project plan
- Formal appraisal targets agreed with the line manager and quality assured by SLT- this could include training requirements e.g for teaching the new GCSE
- In addition to the above HoDs are required to complete a department SEF (self-evaluation form) and DIP (department improvement plan). Completion of the action points in the DIP is one of the appraisal targets for the HoD.

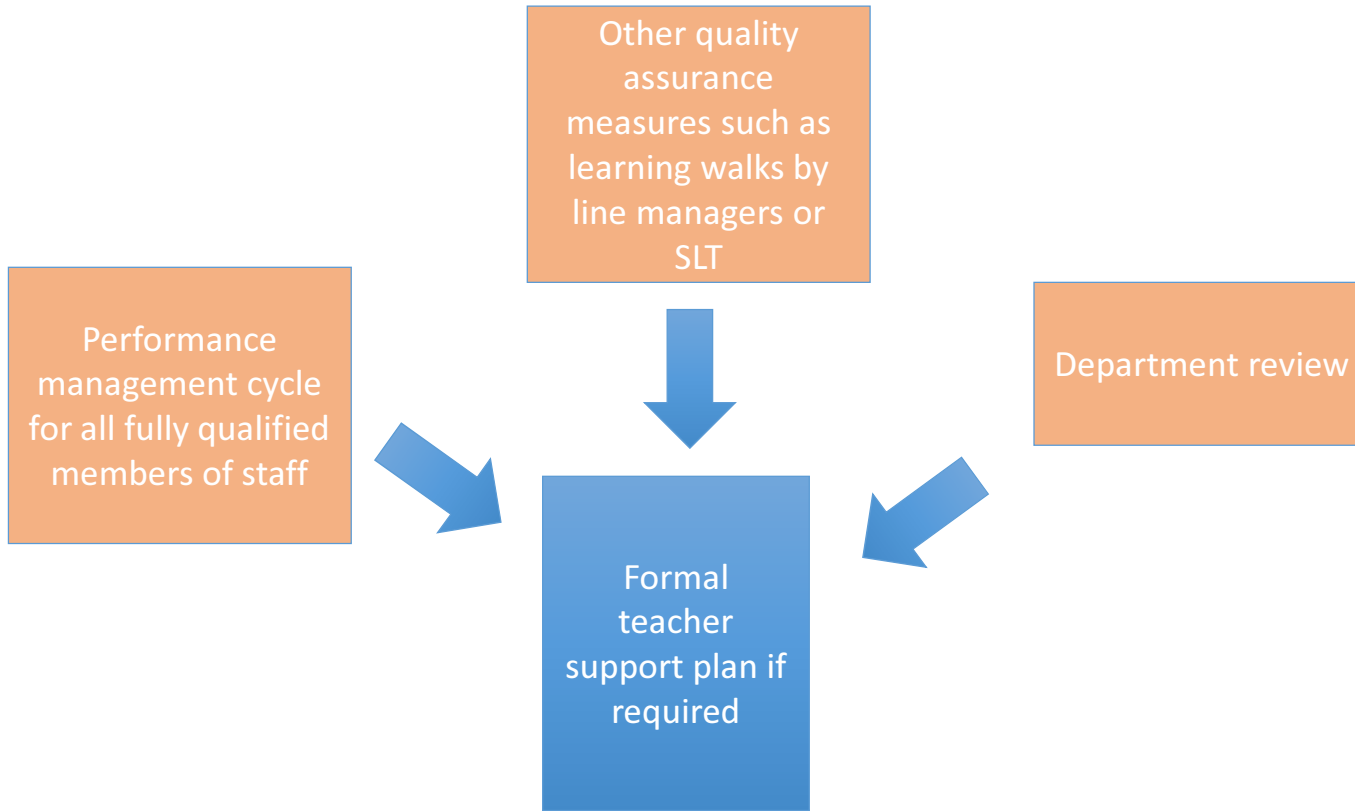
Department review

This can only be carried out once the HoD has completed the SEF and DIP. The DIPs are moderated by the SLT. Following moderation of the DIP:

- The SLT line manager and another member of SLT formally meet with the HoD to discuss the SEF, DIP, department data and any particular focus for the review the HoD would like
- All members of the department are formally observed, with the HoD if possible
- The department books are scrutinised
- Student feedback is collated
- A report detailing the findings is written in accordance with Ofsted criteria and shared with SLT
- The findings of the review are shared with the HoD who then revises the DIP as necessary.
- The HoD meets formally with the head teacher and their line manager to discuss the revised DIP

Teacher support plans

The initiation of a teacher support plan can be triggered by either the Department review or an individuals' PM this is a formal process with an agreed action plan and specific improvement targets alongside support and training if required. Failure to participate in a support plan or meet the improvement targets could result in the start of capability procedures.



Attendance and Behaviour is led by Jason Badu and Rob Harding. However, it remains a whole school responsibility for all staff in the school.

Students' attendance to school still remains above national expectation, lateness to school is significantly low and behaviour typically in the school is good. Fixed term exclusions compared to national expectations are very low and reported incidents of bullying is also low.

Strategic plans are in place to further improve Attendance with the appointment of an experienced Attendance Officer. The main focus for behaviour this year has been to improve 'corridor behaviour' and engagement of learning in lessons.

Attendance figures	Action taken
<ul style="list-style-type: none"> • Whole school attendance 94.60% • Students with SEND 89.58% • Year 8 students with SEND 88.02% • Students entitled to FSM 93.82% • Lateness to school is low. However, Year 8s students have a higher rate of lateness compared to other years. • PA figure needs addressing (14%) <p>Attendance began at a low start point (92.4%) in September. We had a higher than expected number of families arriving after the start date. Students with SEND & FSM have improved their attendance from the figure last year (>3.4% & >2.9% increase at this time last year).</p>	<ul style="list-style-type: none"> • New experienced Attendance Officer employed • Full audit of registers and codes completed • Currently reviewing processes and systems (including adjusting marks to include visits and some medicals not previously entered) • New late arrangement introduced • Individual SEND students with poor attendance contacted. Some have medical appointments • Targets set for students with FSM (97%) • EWO and new Attendance Officer have created a joint Action plan to tackle PA students. PP students are most affected. Strategy will target those individual students.
Behaviour figures	Action taken
<ul style="list-style-type: none"> • Total number of behaviour incidents reduced compared to this time last year. (11%) • Current ratio of Achievement points issued compared to behaviour points is 5:1 • Year 9 achievement is significantly higher than other years, including Year 7. Behaviour points for Year 9 is also lower than others. This is a huge improvement compared to last year • Number of Year 8 behaviour incidents is a concern. 14% higher than the next highest year group • Number of Year 10 Achievement points is too low. 42% lower than the nearest year group • Most common reason for issuing a behaviour point is 'Persistent failure to follow instructions' • Since September there have been 5 students fixed excluded for a total 17 days • Internal exclusions have increased by 7% on this time last year. More students with SEND are being issued an Internal Exclusion (65% of students receiving this sanction have SEND needs) 	<ul style="list-style-type: none"> • Strategy launched with staff and students in August to improve the culture of corridor behaviour. • New KS4 Outcomes role for AVP will include addressing rewards and achievement of Y10 • All individual Year 8s issued with the highest number of behaviour points have been spoken to, families contacted and targets set. Student Services are mentoring these students • Learning Assistants continue to support the improvement of Corridor behaviour. • Incidents of 'Corridor behaviour' remains low. We felt this was not a true reflection. We have therefore recently directed staff to constantly challenge and issue 'S3' to students that do not meet our corridor expectations. This culture change will be on-going • Number of students receiving Internal Isolation remains low compared to other secondary school figures (Ark All Saints, Walworth Academy) • Students with SEND being sent to Internal Isolation are not repeat offenders and mainly Year 7. • These Year 7s will be starting a 4 week Transition programme. They will be taken from lessons and taught a specialist curriculum.

A presentation with more in depth explanation will be made available by Rob Harding during the meeting.

This page is intentionally left blank