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## Meeting of the University Academy of Engineering Learning & Teaching Committee

3.30 - 5.00 pm on Wednesday, 8 February 2017  
in University Academy of Engineering - Trafalgar Street, London SE17 2TP

### Agenda

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
1.	Welcome and apologies		KF
2.	Declarations of interest		KF
3.	Minutes of previous meeting	3 - 4	KF
4.	Matters arising	5 - 6	KF
	Items to discuss		
5.	Principal's report <ul style="list-style-type: none"><li>• Prior attainment</li><li>• Learning leaders report</li><li>• Departmental review update</li><li>• Streaming of high ability learners</li><li>•</li></ul>	7 - 18	GN
6.	Development awards (verbal)		RB
7.	Any other business		KF

**Date of next meeting**  
**3.30 pm on Wednesday, 10 May 2017**

**Members:** Karen Fowler (Chair for the meeting), Farah Nur, Gary Nelson, Steve French, Tony Roberts, and Rao Bhamidimarri

**Apologies:** Lesley Morrison (Chair)

**In attendance:** Pervena Singh (Clerk)

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**Minutes of the meeting of the University Academy of Engineering Learning & Teaching Committee  
held at 3.30 pm on Wednesday, 9 November 2016  
University Academy of Engineering - Trafalgar Street, London SE17 2TP**

**Present**

Lesley Morrison (Chair)  
Steve French  
Gary Nelson  
Tony Roberts  
Rao Bhamidimarri

**In attendance**

Pervena Singh (Clerk)

**1. Welcome & apologies**

The Chair welcomed the governors to the meeting.

No apologies for absence were received.

**2. Declarations of Interest**

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

**3. Prior Attainment**

The Principal presented the prior attainment report and discussed matters related to student profiles, performance of students, and actions and strategies for improvement. The committee commented on the significant difference between the number of year 7, 8 and 9 receiving free school meals. The Principal would review and update the committee.

The committee discussed the launch of the Teaching Enhancement & Effectives Programme (TEEP) and the impact of the programme on learning and teaching. The committee noted the TEEP programme will be discussed in detail at the upcoming Local Governing Body meeting.

The committee discussed at the length, the need to prepare the school for the pending OfSTED inspection, including matters related to Prevent, staff readiness and the need for link governors, along with the accuracy of the single central register.

**4. Learning Leaders / Heads of Dept. Reports**

The committee was presented with the learning leaders' report and discussed the upcoming review into effectiveness within the Science, Maths and English

departments. The committee noted that the recruitment for a new Head of English is underway, and updates will be provided to the committee.

*Tony Roberts joined meeting*

The Principal noted that for the first time homework has been included as part of the pupils' curriculum, and the committee discussed the impact of homework on an already extended learning day. The committee questioned whether surveys had been distributed to pupils' parents, to seek their views on the introduction of homework. The Principal noted more needs to be done to communicate new initiatives to parents.

**5. Any Other Business**

The committee requested a Crib sheet, with key facts about the school for governors, in preparation for the pending OfSTED inspection. In light of the requirements of OfStED the committee agreed to share their availability with the Principal should OfSTED request to talk with a governor.

**Date of next meeting  
3.30 pm, on Wednesday, 8 February 2017**

**Confirmed as a true record**

..... (Chair)

**UNIVERSITY ACADEMY OF ENGINEERING LEARNING & TEACHING COMMITTEE - WEDNESDAY, 9  
NOVEMBER 2016**

**ACTION SHEET**

<b>Agenda No</b>	<b>Agenda/Decision Item</b>	<b>Action</b>	<b>Date</b>	<b>Officer</b>	<b>Action Status</b>
3.	Prior Attainment	Review figures for year 7, 8 and 9 free school meals  Recruitment of link governors	8 Feb 2017	Gary Nelson  Gary Nelson	Included within 08.02.2017 Agenda.  In progress.
4.	Heads of Dept. Reports	Crib sheet with key facts about the school to be emailed to governors	8 Feb 2017	Gary Nelson	Crib sheet circulated by email on 18/11/2016 to all local governors.

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Paper title:	Learning and Teaching Principal's Report
Board/Committee	Learning and Teaching Committee.
Date of meeting:	8 <sup>th</sup> February 2017
Author:	G. Nelson
Purpose:	The report is designed to bring Governors up to date with developments in preparation for the imminent Ofsted inspection and provide relevant information to support discussion items. For discussion / Information
Which aspect of the Strategy/Corporate Delivery Plan will this help to deliver?	The report is linked to the Trust's Strategic Plan by helping ensure that the Academy performs at the highest levels of performance and is an outstanding place of learning for young people in South London.
Recommendation:	To discuss the report which aims to give a clearer picture of which development steps and areas of focus the Academy is taking and identifying.

## Executive Summary

The report provides a summary of the academy's key information, prior attainment and learning areas progress. The report incorporates the outcomes and student performance of students in years 7, 8 & 9.

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## Key Academy Information, Prior Attainment and Learning Area Current Progress.

Total number on roll – 384

Total pupil premium students – 221 (58%)

Total SEN students – 70 (18%)

### Student profile – Year 7

Number on roll: 137

Gender	21% Female 79% Male
Ethnicity numbers	50 BAFR, 17 WBR/BR, 26 BCRB, 16 OLAM ,DE 15
Pupil Premium (PP)	63.5%
Safeguarding	1 CiN, 7 serious concerns

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

### Student profile – Year 8

Number on roll: 130

English APS	29.13	National	
Maths APS	29.46	National	29.0
Academy APS	29.30	National	28.8
Gender	24% Female 76% Male		
KS2 Data	<b>English</b>	<b>Mathematics</b>	
L3 & Below	12 students	11 Students	
L4+	122 Students	123 Students	
L5+	63 Students	56 Students	
L6+	0 students	13 Students	
Data Not Known	2 Students – Academy required to record as 4b = 27		
Ethnicity numbers	42 BAFR, 16 WBR/BR, 16 BCRB, DE 17		
Pupil Premium (PP)	63.5%		
Safeguarding	1 CiN		

## Student profile – Year 9

Number on roll: 93

English APS	28.61	National	
Maths APS	29.29	National	29.0
Academy APS	28.95	National	28.8
Gender	32% Female 68% Male		
KS2 Data	English	Mathematics	
L3 & Below	12 students	6 Students	
L4+	82 Students	88 Students	
L5+	30 Students	29 Students	
L6+	0 Students	5 Students	
Data Not Known	9 Students – Academy required to record as 4b = 29		
Ethnicity numbers	30 BAFR, 14 WBR/BR, 15 BCRB, 4 OLAM, DE 13		
Pupil Premium (PP)	55%		
Safeguarding	1 Student		
	16	3	19

## Student profile – Year 12

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

## In term admissions

Since the start of January 2017

Year	Boys	Girls	Total
7	1	0	1
8	4	1	5
9	0	2	2
12	0	0	0
	5	3	8

Since September 2016 (start of the academic year)

Year	Boys	Girls	Total
7	3	0	3
8	6	1	7
9	4	2	6
12	3	0	3

## EAL

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

EAL classification has been redefined. Monica Gonzales has tested all students according to the new criteria and are shown in the table below:

Proficiency in English	Number of students
Total number of students where proficiency in English is required	110
New to English (A)	1
Early Acquisition(B)	4
Developing competence (C)	9
Competent (D)	31
Fluent (E)	65
Not Yet Assessed (N)	0

The academy focuses its support on students in categories A, B and C through utilising surplus lessons in language to provide in class support for students in English lessons.

## SEND

3 students with statements: 2 in year 8, 1 in year 9

34 students in year 7 (25%)

17 students in year 8 (13%)

19 students in year 9 (20%)

This is likely to change as a new SENDCO has been appointment at the start of module 3. An thorough audit of the Sen register is in the process of being conducted. A full breakdown by SEN need is shown in the table below

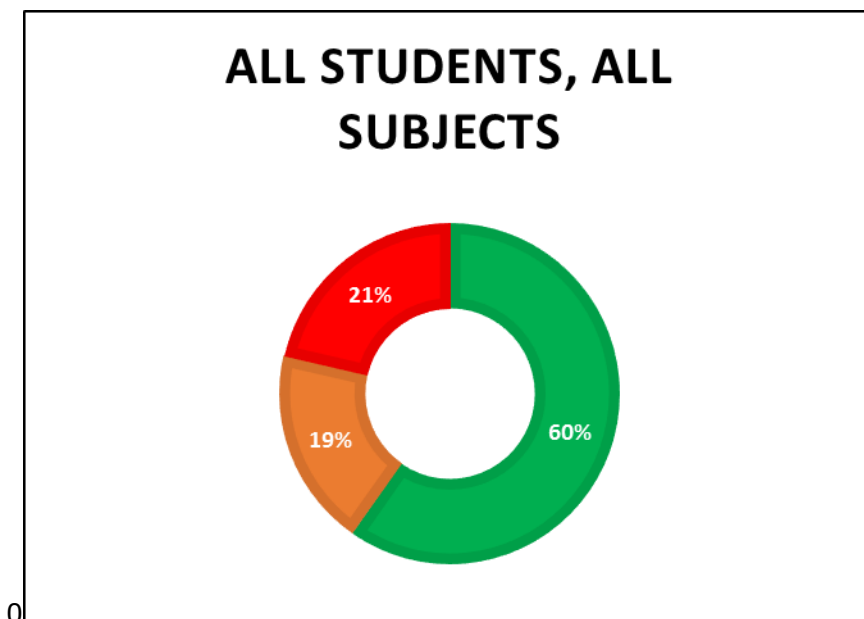
Code	Description	Primary Need	Secondary need
SPLD	Specific Learning Difficulty	0	0
MLD	Moderate Learning Difficulty	24	2
SLD	Severe Learning Difficulty	0	0
PMLD	Profound and Multiple Learning Difficulty	0	0
SEMH	Social, Emotional and mental health	37	0
SLCN	Speech, Language, Communication Needs	2	0
MSI	Multi-Sensory Impairment	1	0
HI	Hearing Impairment	0	0
VI	Visual Impairment	0	0
PD	Physical Disability	2	0
ASD	Autistic Spectrum Disorder	0	0
NSA	SEN support no assessment	0	0
OTH	Other Difficulty/Disability	4	0

70 in total

## Outcomes/ Student Performance.

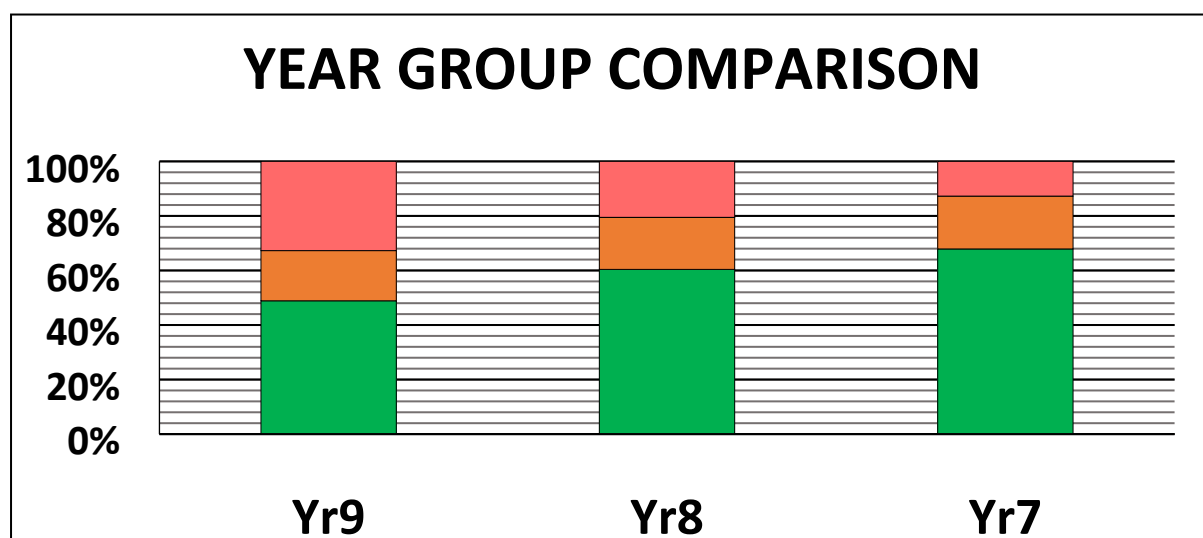
### Overview

79% of students are making better or expected progress across the academy as illustrated below



### Comparison by year group

Student progress is best in year 7 in comparison to year 8 and 9. However year 7 have had only two modules worth of assessment on their 5 year journey.



## Student Progress

Year 7 NOR:137								
Expected or better %	Overall	H	M	L	PP	SEND	Boys(107)	Girls(30)
Eng	60	45	64	83	35	44	56	80
Ma	96	88	97	100	93	94	94	100
Sci	92	58	92	100	89	94	90	97
Year 8 NOR:130								
Expected or better %	Overall	H	M	L	PP	SEND	Boys (99)	Girls (31)
Eng	70	60	75	85	52	82	66	80
Ma	84	74	90	100	76	88	83	97
Sci	88	80	91	100	82	82	87	94
Year 9								
Expected or better %	Overall	H	M	L	PP	SEND	Boys(64)	Girls(29)
Eng	67	58	68	90	43	73	55	97
Ma	78	73	80	80	62	77	77	83
Sci	56	36	59	78	54	58	48	76

H = High Attaining students upon entry  
M = Middle Attaining students upon entry  
L = Lower attaining students upon entry  
PP = pupil premium  
SEND = special educational needs and disability

### Commentary

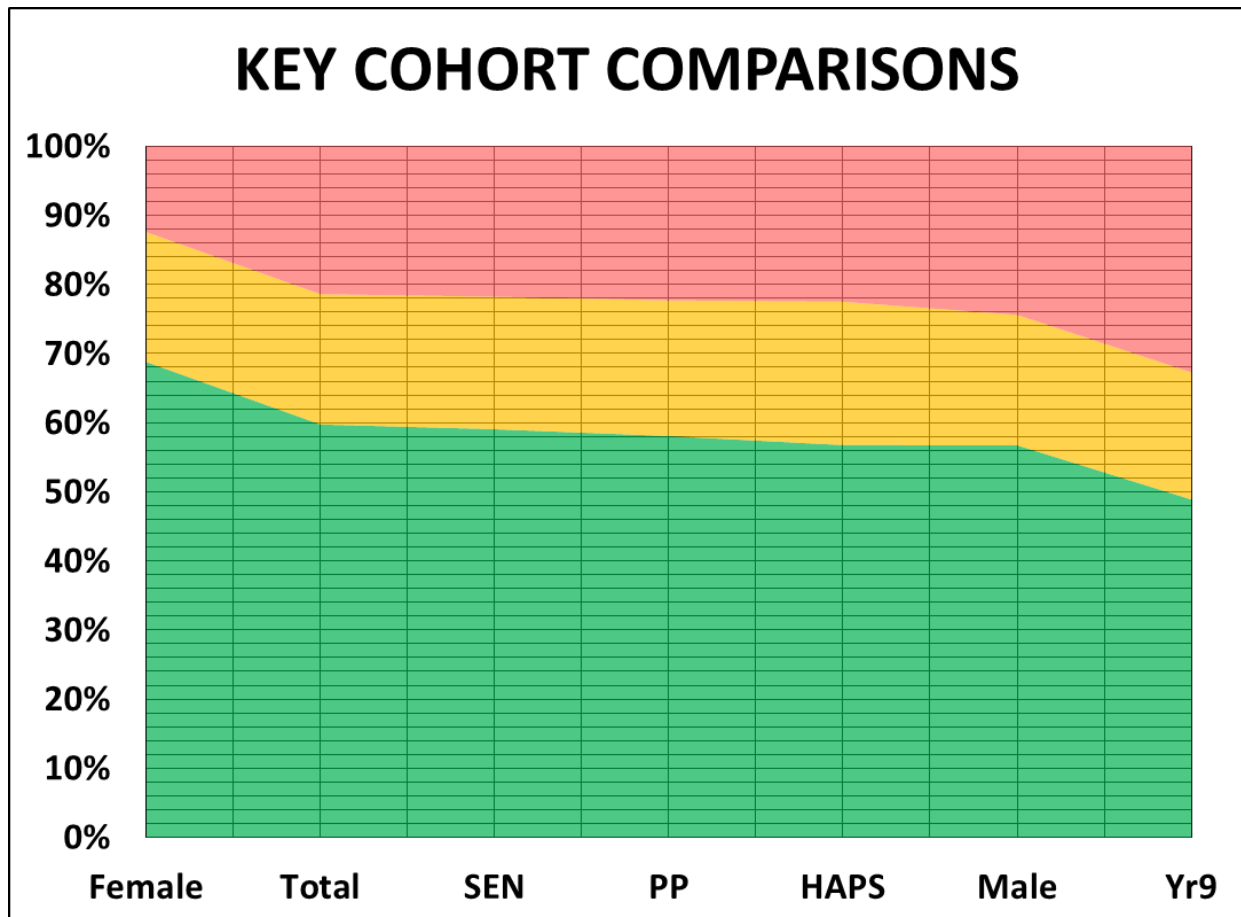
- The data shows that the progress of high ability students is improving but still lagging behind other group across the academy.
- Students in Maths make the best progress overall and girls outperform boys. SEN student performance is in line with other students in the academy
- Pupil premium students significantly underperform in English and in Year 9 maths

## Attainment

Year 7	Year 8	Year 9
Core average grade 2.8	Core average grade 3.9	Core average grade 4.25
Average Maths Grade 2.85	Average Maths Grade 3.8	Average Maths Grade 4.3
Average English Grade 2.5	Average English Grade 3.7	Average English Grade 4.1

Attainment is in line with expectations. At current trajectories students are on course to achieve a positive residual in the progress 8 benchmark.

### Key Groups



### Commentary

Year 9 performance and Boys performance and High performing students (although to an increasingly lesser extent) are key focus groups for improvement.

## Actions and Strategies for Improvement.

- To introduce regular homework and home learning opportunities in general to provide an enriched and extended learning experience for all students at the Academy.

Homework/ home learning is now an established feature of learning here at the Academy. Home learning is designed by staff to 'prep' students for their next lesson in their subjects. These Home Learning activities might include reviewing/ rephrasing key learning elements or revision for a starter test or research for a mini fact based presentation on the topic in focus.

- To introduce Student Planners to improve communication between Parents, students and the Academy in ensuring students are supported more effectively to make the best progress.

Student Planners are now a key feature of Learning and Teaching at the Academy and all Year 7 and 9 students have their Planners with them at all times.

- To create a Strategic Learning and Teaching meeting group who will be a core driver behind the development of a new curriculum and timetable structure to raise standards further. This group will meet weekly and report directly to SLT and be the core driver of a new PD programme focus for staff.

- The Strategic Learning and Teaching group meet weekly to plan approaches to PD, Home Learning enhancement, Literacy, the deployment and focus of Alpha, Beta and Gamma groups and the use of IRIS technology to promote outstanding consistent pedagogical practice.

- A Learning and Teaching development team lead by Annette Moses will work on developing pedagogy, assessment for learning and general classroom practice.

The Learning and Teaching Development Team is now well established and all teaching staff have been organised into Alpha, Beta and Gamma learning groups to share and develop mutually accepted best practice.

- A new and significantly improved LRC, staffed by Kafi Thomas and led by Annette Moses will provide an excellent learning support opportunity for our students. The LRC will become a centre of learning at the Academy.

- The LRC is becoming the centre of learning that we had hoped. Learners use the resource well both at Break and at Lunchtime.

At least one Year 7 English lesson every week is taught in the LRC.

Classes from all Learning Areas are regularly taught in the LRC to motivate our students to use it more.

We have now spent a considerable amount of money, with more to follow, further increasing the stock of reading and text books we have to offer the students.

- To create a 'top stream' in Years 8 and 9 to stretch and challenge the more able whilst retaining mixed ability groups for middle and lower ability students (MAPS and LAPS)

In the new 1 hour structured, 5 period day timetable a Top Stream has been created in the core subjects.

- To ensure lesson challenge for mixed ability groups is 'pitched' towards the top of the ability range and differentiated downwards using appropriate 'scaffolding' for LAPS and MAPS.



Professional development sessions have been focused on addressing the issue of underachieving in this area. Data demonstrates that Higher ability learners' progress is now improving. It is predicted to rise further with the introduction of a Top Stream and a focus on 'differentiating from the top'.

- Upcoming Professional Development sessions will look at:
  - developing questioning that provides stretch and challenge to all
  - giving examples of outstanding practice with low entry high threshold open ended tasks.

Again streaming has supported this although the introduction of TEEP to complement our themed learning has begun to improve progress. An emphasis on assessment for learning, high quality cyclic marking has also begun to take effect.

- An Academy wide policy and action plan will be introduced to ensure students' progress in English and Literacy 'closes the gap' to mathematical and overall attainment and students make the same progress in English as they do in Mathematics.

A new and highly talented Leader of Learning in English joins us after Easter. Rebekah Lee is a highly successful English teacher at a North London school and is keen to not only lead English at the Academy but also develop Literacy across the curriculum to the highest standard.

The LRC is having a significant effect on the Academy in raising the profile of literacy. Accelerated Reader has now been introduced to provide more information for staff to correctly pitch lessons and for Senior Leaders to intervene where reading age levels are obstructive to learning.

- Current successful SEND strategies need to be adopted as best and expected practice for mainstream teaching to ensure all students benefit from these high impact strategies. These will dovetail with Literacy development strategies including the development of the LRC, Accelerated Reader use and a tighter focus on accurate baseline testing on arrival plus regular reading age testing and analysis.

Our new SENDCO has significantly refreshed SEND support at the Academy. Learning Assistants are now also connected to individual Learning Areas e.g. English and Music to best utilise their talents. Learning Assistants are now more involved than ever in collaborative lesson planning to ensure the Learning Support team maximise their impact on all learning.

## Additional information/ developments.

Learning Area reviews are now a key and regular feature of the QA cycle at the Academy. Learning Area reviews have been completed successfully in the following subjects: English, Maths and Science with review of the PE Learning Area currently in progress. Engineering and Computer Science are planned to follow next.

All reviews are formally written up and a corresponding LA Action Plan is produced which joins the Learning Area's DIP (Departmental Improvement Plan).

A standard QA/ Line Management feedback item in SLT meetings provides an opportunity for senior staff to share with others the progress being made in all Learning Areas.

The general tone of Senior Leadership and Middle Leadership remains positive and collaborative. Staff are firmly behind the new team and an emphasis on progress and teamwork is clearly evident.

Middle Leaders meet fortnightly with the Principal and Vice Principal to develop a consistently high quality practice.

TEEP SSAT's Teachers Effectiveness Enhancement Programme Training delivered on the 17<sup>th</sup> and 18<sup>th</sup> November to all teaching staff was successful in establishing good Learning and Teaching practice across the Academy. TEEP 3 is now taking place on the 30<sup>th</sup> January to complete the training and help embed TEEP practice.

IRIS Technology Classroom Observation technology has now been purchased with staff training to follow. The Learning and Teaching Development team have introduced an IRIS element to the planning to help explicitly articulate best and expected practice to teaching staff.

Sir Nick Williams (Educational Consultant) continues to provide expert coaching and support for the SLT and, in particular, currently to the development of the important supporting subjects of Drama and Music. Skilling up confident idea communicators who can deliver a convincing and compelling presentation of their ideas is an equally important facet of a successful engineer.

Curriculum Planning is now securely underway for 2017 with new subjects and approaches being introduced. A levels in Business, Economics, Philosophy and Ethics are being introduced at Post 16 along with an A level in Further Maths and Level 3 BTEC Sports Science opportunity. Business Studies will also be an option within the Key Stage 4 curriculum.

Please refer to the crib sheet for a fuller list of developments and areas of focus.

Gary Nelson  
Principal  
UAE South Bank.  
Nov 2016.