

Meeting of the University Academy of Engineering School Advisory Board

3.30 - 5.30 pm on Thursday, 31 January 2019
in University Academy of Engineering - Trafalgar Street, London SE17 2TP

Agenda

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
1.	Welcome and apologies		NL
2.	Declarations of interest		NL
3.	Minutes of previous meeting	3 - 8	NL
4.	Matters arising	9 - 10	NL
Items to discuss			
5.	Principal's report <ul style="list-style-type: none"> • Safeguarding • Update on financial position to Dec 2018 • Key stage 4 interventions (including latest prediction data against KS4 outcomes) • Risk register 	11 - 18	JT
6.	Question & Answer session on the SEF and the SDP	Verbal Report	JT
7.	Presentation on Intervention and Support for Year 11	To Follow	RH

Date of next meeting
4.00 pm on Thursday, 21 March 2019

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

In attendance: Clym Cunnington, Rob Harding (item 7) and Alexander Enibe

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**Minutes of the meeting of the University Academy of Engineering School
Advisory Board
held at 4.00 pm on Thursday, 29 November 2018
University Academy of Engineering - Trafalgar Street, London SE17 2TP**

Present

Nicole Louis (Chair)
Veronica Allen
Natalie Ferer
Lesley Morrison
Zakir Matin
John Taylor

Apologies

Karen Fowler
Tony Roberts

In attendance

Clym Cunnington
Alexander Enibe
Amel Mazari (minute 8)
Imogen Fletcher Blackburn (minute 9)
Jason Badu (minute 10)
Meirion Lewis (minute 7)

1. Welcome and apologies

The Chair welcomes governors to the meeting and introduced Clym Cunnington (new Trust Business Manager) to the governors.

The above apologies were noted.

2. Declarations of interest

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

3. Minutes of previous meeting

The SAB approved the minutes of the previous meeting held on 4 October 2018.

4. Matters arising

The SAB noted all matters arising from the previous meeting.

On matters arising from item 5 on policy review from the actions of the 11 July 2018 meeting, the Chair confirmed that the Business Manager is now reviewing them.

On matters arising from item 7 on school improvement advisor attending the SAB meeting to debrief the SAB, the SAB requested that the Clerk should liaise with the Principal to work out when the school improvement advisor would attend the meeting.

On matters arising from item 9, the CEO confirmed that the previous CEO has been contacted but she is still awaiting his response.

The SAB noted the matters arising from item 10 on governance update.

5. Self-evaluation form 2017/18

The SAB discussed the Self-evaluation form 2017/18.

The Principal took the SAB through the SEF.

The Principal confirmed that the External Advisor suggested three models but one was chosen.

The SAB noted the areas of improvement in the SEF, and also noted that the Evidence section on page 20 was from the school improvement advisor reports, which was done by the external advisor.

The Principal confirmed that there are some areas in the SEF that are not in the school development plan like; careers advice, information and guidance.

The SAB confirmed that the SEF is comprehensive and agreed to read it and prepare any questions they may have for the next SAB meeting on 31 January 2019.

6. School development plan 2018/19

The SAB noted that school development plan 2018/19.

The Principal took the SAB through the SDP.

The SAB discussed in detail the key stage 5 outcomes and actions, including the teachers.

The SAB discussed the G-suite and google classrooms. The SAB agreed to access the SEF through google room. It was agreed that governors would use their Gmail email accounts to access it.

A governor asked the Principal about home work. The Principal conformed that the policy is that every teacher would set home work after every three lessons. The same governor asked the Principal what a parent does if home work is not set. The Principal responded that that a parent would be able to log onto the system and complain to the teacher if homework is not set for their child. The Principal also confirmed that some parents have advanced in using the new system but some parents are still catching up.

The SAB agreed to read the school development plan and prepare questions for the Principal at the next meeting on 31 January 2019.

The SAB requested to see the intervention and support for key stage 4 at the next meeting on 31 January 2019.

7. Year 13 Destinations

Meirion Lewis joined the meeting.

The SAB noted the Year 13 destinations 2018.

Meirion took the SAB through the Year 13 destinations 2018 presentation slides.

The SAB was pleased with the number of students on the list and their destinations.

Meirion Lewis left the meeting.

8. Careers advice, information and guidance plan

Amel Mazari joined the meeting.

The SAB noted the career advice, information and guidance plan.

The Amel Mazari confirmed that the plan is to have a comprehensive programme in place, which meets all the GATSBY benchmarks. Although the plan is new at the UAE, but she is working to reach the whole school. The Principal confirmed that Amel Mazari is being trained to as career adviser in the school.

The Chair suggested that she would introduce Amel Mazari to the LSBU Employability team.

Amel Mazari left the meeting.

9. Sex and relationship education, policy and practice

Imogen Fletcher Blackburn joined the meeting.

The SAB noted the sex and relationship education, policy and practice.

Imogen confirmed that this has been newly introduced at the UAE, as they have discovered that the students have gaps in their knowledge in this area.

Imogen confirmed that they are teaching the students about values, and teaching them how to know when people cross the line when they are dealing with people. Students are also provided with choices of religion, so they have

options to choose from different religions. They also have diverse discussions on relationships like; heterosexual, same sex relationships etc

There is also engagement with parents by getting them to see what is being taught in class, and if the parents still don't feel comfortable, then they can meet with the Principal.

The Principal confirmed that policies in this area are still being developed and the SAB would approve it when it is completed.

Imogen Fletcher Blackburn left the meeting.

10. **Student attendance**

Jason Badu joined the meeting.

The SAB noted the students' attendance presentation.

Jason took the SAB through the presentation slides.

Jason confirmed that he had been working on student attendance for the past year and also making the students understand what is expected of them in terms of attendance.

The SAB noted that UAE is looking at training a member of staff to be the attendance / education welfare officer as it costs around £12k per year for using an external person.

Jason confirmed that he is looking at using virtual school to teach students that are not attending school, where interventions have been used and have not improved the situation.

The SAB requested that targets should be set for attendance at the UAE, and the national target for attendance should be taken into consideration.

Jason Badu left the meeting.

11. **Recommendation on appropriate attainment and progress targets for KS4 and KS5 2019 outcomes**

The SAB noted the recommendation on appropriate attainment and progress targets for KS4 and KS5 2019 outcomes.

The Principal confirmed that these are the same as on the Principal's appraisal and school development plan.

The CEO confirmed that the Principals targets are fair and that the school improvement advisor involved in setting the targets and there is consensus that the targets are aspirational.

The SAB agreed that then minimum has to be the national average and Southwark average.

12. Governance update

The SAB noted the governance update.

The committee noted that not all governors have volunteered for the link governor roles. The Chair encouraged governors to volunteer for at least one link governor role.

The Chair requested that Clerk re-circulate the link governor roles and responsibilities to the SAB.

The Chair also requested that Lesley Morrison and the Principal should advice on how the curriculum link governor role is better maximised.

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

13. UAE Autumn Term 2018 visit update

The SAB noted the UAE Autumn Term 2018 report.

The SAB requested that the Clerk liaises with the Principal to agree on the best time to invite the school improvement advisor to attend the SAB meeting to debrief the SAB.

14. Register of business interest

The SAB noted the UAE register of business interests.

**Date of next meeting
4.00 pm, on Thursday, 31 January 2019**

Confirmed as a true record

..... (Chair)

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**UNIVERSITY ACADEMY OF ENGINEERING SCHOOL ADVISORY BOARD - THURSDAY, 29 NOVEMBER 2018
ACTION SHEET**

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
4.	Matters arising	The Business Manager is now reviewing the Trust's policies.		Clym Cunnington	on going
5.	Self-evaluation form 2017/18	The SAB governors to read the Self-evaluation form and prepare any questions they may have for the Principal at the next meeting.	31 January 2019.	SAB Governors / Alexander Enibe	completed
6.	School development plan 2018/19	The Clerk to collect all the SAB governors' Gmail email accounts and send to the Principal.	31 January 2019	Alexander Enibe	completed
		The SAB governors' to read the school development plan and prepare questions they may have for the Principal at the next meeting.	31 January 2019	SAB Governors / Alexander Enibe	completed
		The SAB requested to see the interventions and support for key stage 4 at the next meeting.	31 January 2019	John Taylor	on agenda
8.	Careers advice, information and guidance plan	The Chair to introduce Amel Mazari to the LSBU Employability team.	31 January 2019	Nicole Louis	To do
10.	Student attendance	The SAB requested that the Principal set targets for students' attendance at the UAE, using the national targets.		John Taylor	To do

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
12.	Governance update	<p>The SAB requested that the Clerk re-circulates the link governor roles and responsibilities.</p> <p>The Chair requested that Lesley Morrison and the Principal should provide advice on how the curriculum link governor role is better maximised.</p>	<p>31 January 2019</p> <p>31 January 2019</p>	<p>Alexander Enibe</p> <p>Lesley Morrison / John Taylor</p>	<p>completed</p> <p>on plan</p>
13.	UAE Autumn Term 2018 visit update	The SAB requested that the Clerk liaises with the Principal to agree on the best time to invite the school improvement advisor to attend the SAB meeting to debrief the SAB.	27 June 2019	Alexander Enibe, John Taylor	<p>Rachel coming to 27 June 2019 meeting.</p> <p>Rachel advised it is better to come at the end of the academic year 2019.</p>

Safeguarding report for Governors January 2019

1. Safeguarding, attendance and welfare

Fixed term exclusions compared to national expectations are low and reported incidents of bullying is also low. The school has permanently excluded two students, which is low compared to national average.

Attendance strategic plans and practices have now been embedded by the Attendance Officer. Whilst still focusing on ‘Engagement’ in lessons; raising expectations higher in the class room we have also refocused attention on corridor behaviour to ensure a calm learning environment throughout the whole school.

Attendance figures	Action taken
<ul style="list-style-type: none"> • Whole school attendance 95.4% (increase by 2%) • Students with SEND 151 students 22.8% • Students entitled to FSM 218 students 33% • Persistent Absences – 64 students 9.6% 	<ul style="list-style-type: none"> • Termly reviews by Education Welfare Officer (EWO) • Targeted intervention for students who are persistent absentees including family support
Behaviour figures	Action taken
<ul style="list-style-type: none"> • Current ratio of Achievement points issued compared to behaviour points is 2:1 • Since September 52 fixed term exclusions since September, for a total of 148 days • Two students have been permanently excluded since September 	<ul style="list-style-type: none"> • Embedding ‘Engagement for Learning’ strategy is a whole school priority. • We now have a four Strong Heads of House (HoH), one for each community • HoH are using the data to identify students for intervention work to reduce barriers to learning • A closer link between the Social & Emotional SEND department and Student Services is now being established • Two students have been permanently excluded.

Governors all have a responsibility for safeguarding within their schools. The Department for Education suggest we have an assigned Governor and Ofsted suggest that every Governor is responsible. Therefore, at UAE South Bank we need to ensure we have one assigned Governor and that all Governors are aware they are also responsible.

Due to the recent promotion of Rob Harding as Part-time Vice Principal at the UTC he has relinquished his role as DSL. Jason Badu (Student Services Manager) and Annette Moses are now the Designated Safeguarding Leads (DSLs). Currently internal referrals are made through a simple email system for staff and students (safeguarding@uaesouthbank.org.uk), all of these referrals are logged, assigned and actioned. We plan to move to using CPOMS a bespoke safeguarding recording software programme that is used by many school and establishments. It will ensure that our records are fully compliant and it is compatible with SIMS, the school information system, making it simple to use.

Families that are known to Social Services are categorised based on their risk to the children's safety. There are four levels; Team Around Child/Universal services (Level 1), Early Help (Level 2), Child In Need (Level 3) or Child Protection Plan (Level 4).

We currently have 8 students at Level 1 (decreased by 9), 3 students at Level 2 (decreased by 7), 8 students at Level 3 (no change) and 4 at Level 4 (decreased by 3)

The newly introduced Sex and Relationship Education (SRE) curriculum delivered by the Humanities team is well received by students. This has been introduced to ensure consistent delivery of SRE topics.

The school continue to be concerned with the safety of our children in the surrounding area; outside of school. The plan for additional staff to further safeguard our children travelling home has been effective with students approaching them if they feel unsafe and receiving support to get home safely, we continue to work with the police, community groups and families to improve the situation.

We have a new Police Liaison officer working with the school called Jim Morrison who started at the beginning January.

The new Department for Education 'Keeping Children Safe in Education' was released in September. All Governors need to read and understand Part 1 only. Please see the following link to view the document: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Management Accounts Report

[Click to return](#)

Selection Criteria:

Company(s) - **University of Engineering** ; Location(s) - **ACA - University Academy of Engineering** ; Period - **2018/19.04** ; Year End Period(s) - **None** ; Budget - **Budget 2018-19** ; Revised Budget - **Budget 2018-19** ; Forecast Budget - **BUDGET** ; Cost Type(s) - **As Selected** ; Activities - **XNODET - No Details** ; Include Commitments - **Up to current data** ; Show Detail Lines - **Hide** ; Show Current Period Section - **Yes** ; Show Location As - **Non-Consolidated**

[Open Account Enquiry](#)

	ACA - University Academy of Engineering														
	CURRENT PERIOD					YTD TOTALS					FULL YEAR			COMPARATIVE	SPENT
	PY Actual	Actual	Commitments	Budget 2018-19	Variance	PY Actual	Actual	Commitments	Budget 2018-19	Variance	PY Actual	Budget 2018-19	Forecast	Budget 2018-19	(%)
Income															
A0 - GAG funding	938,006.88	448,041.98	-	-	448,041.98	2,179,432.11	1,952,376.01	-	-	1,952,376.01	4,735,472.39	-	1,952,376.01	-	-
A2 - Other Govt Grants	-	-	-	-	-	-	17,747.00	-	-	17,747.00	56,955.64	-	17,747.00	-	-
A3 - Private Sector Funding	-	-	-	-	-	-	253.97	-	-	253.97	837.94	-	253.97	-	-
A4 - Other Income	5,379.45	1,972.01	-	-	1,972.01	13,505.92	13,115.80	-	-	13,115.80	58,637.55	-	13,115.80	-	-
Total Income	943,386.33	450,013.99	-	-	450,013.99	2,192,938.03	1,983,492.78	-	-	1,983,492.78	4,851,903.52	-	1,983,492.78	-	-
Expenditure															
Staffing Expenditure															
B0 - Teaching Staff	155,962.81	243,960.63	-	-	(243,960.63)	615,013.43	789,792.96	-	-	(789,792.96)	1,857,075.76	-	789,792.96	-	-
B1 - Educational Support Staff	27,417.95	44,176.23	-	-	(44,176.23)	91,923.51	149,801.66	-	-	(149,801.66)	388,783.77	-	149,801.66	-	-
B2 - Premises Staffing	5,141.69	-	-	-	-	20,176.33	10,388.88	-	-	(10,388.88)	67,412.99	-	10,388.88	-	-
B3 - Admin Staffing	23,157.38	67,774.99	-	-	(67,774.99)	80,348.65	201,993.69	-	-	(201,993.69)	428,394.88	-	201,993.69	-	-
B5 - Agency Staff	41,835.60	53,666.48	-	-	(53,666.48)	197,675.10	126,342.42	-	-	(126,342.42)	458,646.39	-	126,342.42	-	-
Total Staffing Expenditure	253,515.43	409,578.33	-	-	(409,578.33)	1,005,137.02	1,278,319.61	-	-	(1,278,319.61)	3,200,313.79	-	1,278,319.61	-	-
Other Expenditure															
C0 - Maintenance of Premises	9,962.04	72,130.34	-	-	(72,130.34)	64,227.86	147,478.33	3,096.97	-	(150,575.30)	230,876.63	-	150,575.30	-	-
C1 - Other Occupational Costs	321,461.60	58,977.35	-	-	(58,977.35)	706,666.38	230,034.96	980.00	-	(231,014.96)	359,645.71	-	231,014.96	-	-
D0 - Educational Supplies and Services	12,710.07	38,574.67	-	-	(38,574.67)	82,728.34	138,990.31	14,082.73	-	(153,073.04)	351,793.29	-	153,073.04	-	-
E0 - Other Supplies and Services	21,953.27	37,545.94	-	-	(37,545.94)	131,846.12	153,621.76	444.41	-	(154,066.17)	459,725.00	-	154,066.17	-	-
F0 - ICT Costs (Non Capital)	939.00	1,796.52	-	-	(1,796.52)	15,015.18	19,078.87	-	-	(19,078.87)	54,077.78	-	19,078.87	-	-
G0 - Staff Development	5,604.61	13,772.82	-	-	(13,772.82)	19,487.69	27,405.58	-	-	(27,405.58)	94,333.88	-	27,405.58	-	-
H0 - Other GAG Expenses	-	-	-	-	-	-	-	-	-	-	(30,000.00)	-	-	-	-
I0 - Depreciation	-	-	-	-	-	-	-	-	-	-	283,595.31	-	-	-	-
Total Other Expenditure	372,630.59	222,797.64	-	-	(222,797.64)	1,019,971.57	716,609.81	18,604.11	-	(735,213.92)	1,804,047.60	-	735,213.92	-	-
Total Expenditure	626,146.02	632,375.97	-	-	(632,375.97)	2,025,108.59	1,994,929.42	18,604.11	-	(2,013,533.53)	5,004,361.39	-	2,013,533.53	-	-
Surplus / (Deficit) excl. Capital	317,240.31	(182,361.98)	-	-	(182,361.98)	167,829.44	(11,436.64)	(18,604.11)	-	(30,040.75)	(152,457.87)	-	(30,040.75)	-	-

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Year 11 (2018/2019) Mocks Copy

Whole Cohort

Pupils

96 Pupils 65 Boys 31 Girls

Baccalaureate

49

49 Pupils Entered - 51.04%

10.42%
Standard Pass
10/96

3.12%
Strong Pass
3/96

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Baccalaureate Subjects

	Eng	Ma	Sci	Hums	Lang
Entries	96	96	96	57	77
	100%	100%	100%	59%	80%
Standard	64	51	22	40	26
	67%	53%	23%	42%	27%
Strong	50	25	9	27	15
	52%	26%	9%	28%	16%

Baccalaureate APS

3.23 4.16 6.28 6.94

All Entered Standard Strong

English

	Entries	9 to 7	9 to 5	9 to 4
	96	14	50	64
Pupils	100.00%	14.58%	52.08%	66.67%
Entries	-	14.58%	52.08%	66.67%

Maths

	Entries	9 to 7	9 to 5	9 to 4
	96	4	25	51
Pupils	100.00%	4.17%	26.04%	53.13%
Entries	-	4.17%	26.04%	53.13%

Science

	Entries	Pupils	Entries
1 Science	96	100.00%	-
Grade 4+	31	32.29%	32.29%
2 Sciences	96	100.00%	-
Grade 4+	22	22.92%	22.92%
3 Sciences	53	55.21%	-
Grade 4+	12	12.50%	22.64%
Bio/Chem/Phys	53	55.21%	-
Grade 4+	12	12.50%	22.64%

MFL

	Entries	Pupils	Entries
1 MFL Entry	76	79.17%	-
Grade 4+	25	26.04%	32.89%
2 MFL Entries	0	0.00%	-
Grade 4+	0	0.00%	0.00%

English & Maths Threshold

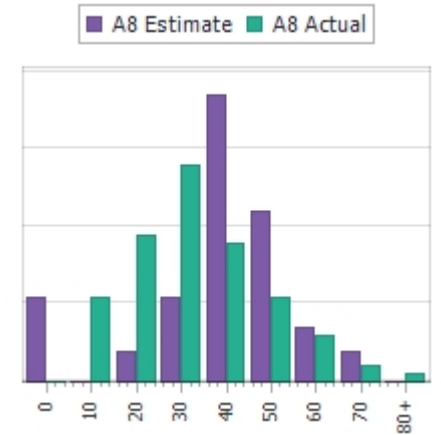
Both Subjects	47%	27%	English Only
	<5 45	26 5+	
	<4 26	19 4+	
Maths Only	6%	47%	Both Subjects
	4+ 6	45 4+	
	5+ 1	24 5+	
	1%	25%	

96 Pupils Entered - 100.00%

Entries

9 to 8 - inc A*'s	(4.00%)	33
9 to 7 - inc A*-A	(8.84%)	73
9 to 5 - inc A*-B	(31.36%)	259
9 to 5 - inc A*-C	(32.32%)	267
9 to 4 - inc A*-C	(48.06%)	397
Total		826.00
Average		8.60

Progress 8



	A8	P8
English	9.21	-0.56
Maths	6.71	-1.33
EBac	10.61	-1.03
Other	11.27	-1.12

Overall	37.8	-1.03
Entries	85	88.54%

Performance

	Pupils	Percent
5 A* to C	38	39.58%
Inc EnMa (4+):	36	37.50%
Inc EnMa (5+):	24	25.00%
5 Grade 5+	24	25.00%
Inc EnMa:	20	20.83%

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**South Bank Academies
Risk Register - Academy**

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Area	Risk	Impact description	Probability assessment	Impact assessment	Combined risk level	Mitigating actions	Reisdual Risk	Owner	Last reviewed	Date for next review	Status	Change
Compliance	Inadequate level of expertise and challenge on Local Governing Body leading to ineffective local governance.	Failure to achieve mission and objectives of the School/Trust. Poor decision making and information flow.	1	3	3	Appropriate recruitment process for governors. Representation of the Trust on local governing bodies. Annual review of local governing bodies including skills audit.	3	Trust Board/Chair of LGB	Dec-17		Open	→
Compliance	Serious breach of health & safety regulation or disability legislation occurs	Risk of litigation and Reputational risk.	2	3	6	Policies and procedures consistent with relevant legislation. Independent audit on Health and Safety and Policies. Regular reports to the board. Adequate insurance cover.	9	Principal	Jan-19		Open	↓
Safeguarding	Safeguarding incident at one of the schools.	Risk to reputation locally and nationally, DfE and HSE intervention depending on seriousness of the event.	2	3	6	Experienced full time SENDCO as member of staff. All staff and governors are given safeguarding and prevent training. All students and staff complete e-safety training and firewalls are in place to secure all ICT networks.	6	Principal	Jan-19		Open	→
Finance	Changes to Funding via Government policy	Potential loss in income and threat to viability.	2	3	6	Monitoring of Government policy, Long term forecasts monitored by LGB, Financial expertise at Operational and Trustee level. Robust system of internal controls.	6	CFO/CEO	Dec-17		Open	→
Staffing	Failure to recruit key teaching and support staff posts. Inadequate capacity to review quality fo work.	Staff not able to carry out their duties, poor management and decision making, poor quality of teaching and learning leading to poor student outcomes. Inadequate Ofsted grading leading to reputational risk.	1	3	3	Thorough recruitment programme with all relevant staff trained, comprehensive professional development, Strong Appraisal system. Competitive remuneration and career development.	3	Principal	Jan-19		Open	→
Staffing	Inadequate number of teaching and support staff within the Academy.	Inadequate teaching and learning and student support leading to poor student outcomes. Unsatisfactory Ofsted grading leading to poor outcomes	2	3	6	Monthly monitoring of staffing, independent exit interviews carried out by Trust for all staff, timely recruitment processes to attract and retain competent staff.	6	Principal	Jan-19		Open	→
Pupils	Failure to recruit sufficient number of pupils in to Year 7.	Reduction in pupil led income which could lead to cash flow or long term financial problems. Potential damage to the Academys reputation.	1	3	3	Trust and Academy Marketing capacity & delivery and effective admissions processes. Monthly monitoring of pupil numbers. Work with local primary schools to ensure the Academy remains a first choice.	3	Principal	Jan-19		Open	→
Pupils	Failure to recruit sufficient number of pupils in to Year 12.	Reduction in pupil led income which could lead to cash flow or long term financial problems. Potential damage to the Academys reputation.	2	3	6	Increase trust and Academy Marketing capacity & delivery and effective admissions processes. Monthly monitoring of student numbers. Work with secondary schools with no post 16 offer.	6	Principal	Jan-19		Open	→
Pupils	Poor students outcomes.	Poor examination results could cause a reputational and financial risk. Detrimental to student futures/careers. Academy's reputation at risk.	2	3	6	Teaching and Learning constantly monitored and reported. Termly attainment reporting sent to management and pupils. Incoming students assessed for suitable attainment levels. Principal reports to local governing body. Practice Ofsted inspections and quality insurance visits.	9	Principal	Jan-19		Open	↓

Infrastructure	Land and Buildings are fit for purpose.	Damage to property due to poor maintenance could cause disruption to business continuity and cause damage to pupils learning and School reputation	1	3	3	Maintenance programme in place assessed and monitored by Principal and forwarded to Trust. Adequate budgets for building maintenance are provided. Regular site checks by facilities team and external audits.	3	Principal/Trust Business Manager	Jan-19		Open	→
Infrastructure	Failure to safeguard academy assets from theft or damage by third party	Damage to building and assets. Health and safety risk to students and staff. Reputational damage and poor learning outcomes.	1	2	2	Academy has adequate security systems and budgetary allowance for upkeep and maintenance. Asset registers at each establishment are monitored and audited regularly. Adequate insurance is provided.	2	Principal	Jan-19		Open	→
Reputation	High profile event in the school affects Trust overall	Risk to reputation nationally and locally to the school and the trust.	1	3	3	Academy has a Critical Incident plan which is regularly assessed listing a delegation of duties in the event of an emergency situation.	3	Principal/CEO	Jan-19		Open	→

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

Key - Areas

Compliance
Safeguarding
Finance
Staffing
Pupil Levels
Infrastructure
Reputation