Meeting of the South Bank Engineering UTC School Advisory Board

4.00 pm on Wednesday, 25 September 2019
in South Bank Engineering UTC, 56 Brixton Hill SW2 1QS

Agenda

Date of next meeting
4.00 pm on Wednesday, 13 November 2019

No.	*Item*	*Pages*	*Presenter*

Members: Lesley Morrison (Chair), Ed Arthur, Ian Brixey, Beau Fadahunsi, Austin Sheppard, Leona Ross, Tony Roberts and Joanne Young

In attendance: Clym Cunnington, Kam Bains and Alexander Enibe

**Minutes of the meeting of the South Bank Engineering UTC School Advisory Board
held at 4.00 pm on Wednesday, 19 June 2019
South Bank Engineering UTC, 56 Brixton Hill SW2 1QS**

Present
Lesley Morrison (Chair)
Ed Arthur
Ian Brixey
Dan Cundy
Beau Fadahunsi
Tony Roberts
Leona Ross
Joanne Young

In attendance
Clym Cunnington
Kam Bains
Alexander Enibe

1. **Welcome and apologies**

   The Chair welcomed the governors to the meeting and introduced Rachael Norman (school improvement advisor).

   There was a 30min presentation on the new Ofsted framework prior to the SAB meeting.

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 15 May 2019.

4. **Matters arising**

   The SAB noted the actions arising from the previous meeting.

   The SAB noted that all matters arising from the previous meeting (below) would be carried forward.

   On item 6, the SAB requested that Austin Shepherd provides an update on the structure proposal at its meeting in September 2019.

   On item 7, the SAB requested the Principal updates the School Improvement Plan and provide results and analysis at its meeting in September 2019.

On item 8, the SAB requested the Principal and Business Manager look into the funding of breakfast club by the LSBU Alumni. The SAB noted that the Principal has joined the LSBU Alumni committee.

On item 9, the SAB requested the Principal provides the updated Self-evaluation form at its meeting in September 2019.

5. **School Improvement Advisor report update**

   Rachael Norman (school improvement advisor) joined the meeting.

   The SAB noted the School Improvement Advisor report which covered the autumn 2018, spring 2019 and summer 2019 visits.

   Autumn 2018

   The SAB noted the A1 - Outcomes for pupils (2018, within the context of the last 3 years and reference to significant groups).

   The SAB noted in the provisional outcomes for 2017/18 Key Stage 4, all key measures of attainment are above or broadly in line with the national averages for 2017 or published 2018 figures. Attainment 8 was 0.1 above national and would have been higher but a small number of students failed to fill all their A8 buckets (largely due to late starting points) and this reduced their individual scores.

   The SAB noted the A2 - Quality of teaching, learning and assessment.

   The SAB noted that the quality of teaching across the UTC is strong and marking and feedback is becoming increasingly consistent. Tracking systems are improving and SIMS is now being used as an internal MIS.

   Spring 2019

   The SAB noted that the School Improvement Advisor (SIA) visited the UTC on 22 March 2019 to have individual meetings with the members of the Senior Leadership Team (SLT) about the Ofsted action plans.

   The SIA confirmed that she did an unannounced monitoring visit to the UTC on Wednesday, 5 June 2019.

   Summer 2019

   The SIA confirmed that books were comprehensibly marked. The SIA also confirmed that there has been improvement since the training on the new marking policy. The SAB noted that some gaps were identified.

   The SAB noted that quality of work and marking feedback should have more consistency, but taking into consideration that the new policy had just been introduced in the last six weeks.

On effectiveness of leadership and management, the SIA confirmed that there has been some improvement, but some areas still require improvement and this may be due to the marking policy that has just been introduced.

Post Ofsted action plan update

The SBA noted that changes have been made to the time that the register is formally taken. From September 2019, registers will formally close at 9:15am with attendance follow up calls all being made by 9:00am.

On quality assurance, the SAB noted that there is a lack of middle leadership at the UTC and that the Vice Principal is currently doing the quality assurance, and this is not sustainable. The Principal confirmed that the lack of middle leadership at the UITC needs to be fixed urgently.

A governor asked who does the analysis of data. The Principal confirmed that this is done by the SLT because of the gaps in the middle leadership.

The SAB noted that the UTC need 3 people for the middle leadership.

The SIA also shared the view that the middle leadership is necessary at the UTC.

The SAB requested the Principal to prepare a plan for the recruitment of the middle leadership so as to present it at the upcoming SBA Board meeting on 25 June 2019.

The SIA confirmed that the SLT at the UTC have done good things very quickly post Ofsted inspection.

The SAB challenged the Principal on whether the UTC have the staff with subject knowledge to deliver the A level Sixth form. The Principal confirmed that the UTC have a strong team to handle this.

In responding to a question, the Principal confirmed that the teachers are positive about the new closing time structure.

6. **Principal's report**

The SAB noted the principal's report.

Quality of teaching, learning and assessment

The SAB noted that a new marking and assessment policy has been launched which comprises of revised expectations of staff, including periodic deep marking, an increased focus on formative assessment and an expectation to mark for literacy.

The SAB noted that 40 Year 10 books were reviewed across the following subjects: English language, English literature, Computer science, Science and Maths in the week beginning 3 June 2019.

A governor challenged Kam Bains (Vice Principal) on how progress can be measured and the SAB would not have to wait until the results come out. The Vice Principal confirmed that there have been strategies and thinks that the mock exam results from the current set of students would be better than last year.

The SAB agreed to assess all the interventions after the results come out in September 2019 to see if they worked.

The SAB requested the Vice Principal do a presentation on marking at its next meeting in September 2019.

A governor asked if the UTC can hire a few more teachers that can come in to support the current teachers so that they can be able to mark the work that they are struggling to mark. The Principal responded that some of those teachers are not as good as you would want them to be.

Staffing

The Principal confirmed that staffing is good and prepared to start in September 2019.

Curriculum

The Principal confirmed that the Key Stage 4 curriculum will be amended slightly to drive outcomes in 2019-20. The Principal also confirmed that all students will study triple science rather than double award. Some will sit foundation tier to ensure all make sufficient progress from starting points. This will support outcomes in the English Baccalaureate bucket as computer science, which will still be taught. Although this is a challenging subject for students with weaker ability.

The SAB noted that the health specialist curriculum is being actively developed in conjunction with employer partners.

In response to a question, the Principal confirmed that there are predictable rate to use to compare the results when they come out.

Personal development, behaviour and welfare

The SAB noted the presentation on students' conduct.

On Key Stage 4 attendance, the Principal said that there has been some improvement in both Years 10 and 11 for the spring term. Summer census as reported to the DfE is 93.98% attendance for Key Stage 4, which is close to the 94% national average for Key Stage 4 (2016).

Safeguarding

The SAB noted that one student was excluded for bringing the UTC into disrepute being involved in an affray on the street during the school day. Police were present and the student was arrested.

The SAB noted that a parent who was permanently excluded has asked to withdraw her son from the UTC and home-educate him.

Employment engagement

The Principal confirmed that David Bell is now responsible for developing employer engagements, including a schedule of engagements over the next calendar year.

The SAB noted that the UTC have held meetings with LSBU and GSTT for new projects last month, and will be meeting with Kings NHS regarding new projects next month.

The SAB noted the employer projects 2018-19 that have been done recently.

The SAB noted the plans for the employer and partner projects 2019-20.

Student recruitment update

The SAB noted that the student recruitment numbers for the next academic year are looking positive at the UTC.

The SAB noted the activities being put in place for student recruitment drive.

Health Specialism research

The SAB discussed the proposal to add a second specialism in health at the UTC starting from September 2019.

The SAB noted the uniqueness in offering this specialism at the UTC and the opportunities this will bring for the students, as there is a range of careers on offer in NHS – offering good salaries, career prospects, training and pension.

The Principal confirmed that there will be two strands of the health curriculum offer: one delivered with a core of science A levels, and one with BTEC Health and Social Care at its centre.

The SAB noted that Joanne Young (Kings College hospital NHS employer sponsor) has been working very closely with the Principal on the second specialism.

The SAB challenged the Principal on whether there are potential risks that the male students will do engineering and the female students will do health, and

what plan are there to address this. The Principal confirmed that there is a risk of this happening but there is a plan in place to address this if it happens.

The SAB noted that the SBA Board supports the second specialism idea.

7. **Pupil premium expenditure and impact**

The SAB noted the Pupil premium expenditure and impact.

Pupil premium funding is allocated to the UTC in arrears, with the 2017-18 funding figure published from April 2018 to March 2019 and therefore based on the previous academic year's Year 10 cohort. The SAB noted that the UTC students were drawn from those who have been eligible for Free School Meals (FSM) at any time in the last six years: FSM6 - £935 per student.

In April 2017 - March 2018, at the UTC, the pupil premium allocation was for Key Stage 4 cohort: FSM6: 35 students = £32953 equates to 37% of the student population in Key Stage 4.

The SAB noted the pupil premium UTC objectives for 2018-19.

The SAB noted that following the pupil premium funding activities in 2017-18, the results in August 2018 were as follows:

Attainment 8 – all students 44.7 points; disadvantaged 43.5 points. This means that there was an in-school gap of 1.2 points, this is narrow but does indicate performance was lower for disadvantaged students. The 43.5 for the UTC disadvantaged students was well above the national average (2017) of 36.9 points, which shows a positive gap of 6.6 points.

Provisional progress 8 – the UTC had educational impact over the two years since students enrolled at the start of Year 10. Indicative score of -0.30 for all students compared to -0.63. This represents a gap in-school of -0.33. It represents a gap to national of -0.24 as national disadvantaged Progress 8 was -0.39 in 2017. According to the Principal, focused work on reducing the gaps is prioritised for 2018-19.

8. **School Development Plan and SEF - any progress**

The SAB noted the School development planning and SEF and progress.

The SAB noted the progress update on Ofsted action plan in the 5 key areas: quality of teaching and learning; attendance, punctuality and conduct; quality assurance and staff development; 16-19 study programmes and literacy.

The Principal confirmed that he is awaiting the results and then review and prepare the Self-evaluation form in line with the new Ofsted framework. The Principal also confirmed that this will have the post Ofsted action plan. The SAB noted that there is leadership capacity to drive this.

9.   **Governors' training update and signing**

The SAB noted the deadline for the completion of the governors' training courses, which is 24 June 2019.

The SAB are encouraged to complete the trainings by 24 June 2019.

10.   **Finance update**

The SAB noted the finance update.

The SAB noted that the UTC is forecasting £200k when you factor in depreciation.

The SAB noted that the UTC have not received water bill for a while. The Business Manager confirmed that the surplus is available to cover this cost.

11.   **Link governors' visit update**

The SAB noted the Joanne Young's SEND link governor visit report.

Date of next meeting
4.00 pm, on Wednesday, 25 September 2019

Confirmed as a true record

.... (Chair)

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SOUTH BANK ENGINEERING UTC SCHOOL ADVISORY BOARD - WEDNESDAY, 19 JUNE 2019

ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
4.	Matters arising	The SAB requested that Austin Sheppard provides an update on the structure proposal at its meeting in September 2019.	25 September 2019	Dan Cundy/Austin Sheppard	on agenda
		The SAB requested the Principal updates the School Improvement Plan and provide results and analysis at its meeting in September 2019.	25 September 2019	Dan Cundy/Austin Sheppard	To do
		The SAB requested the Principal and Business Manager look into the funding of breakfast club by the LSBU Alumni.		Dan Cundy/Austin Sheppard	To do
		The SAB requested the Principal provides the updated Self-evaluation form at its meeting in September 2019.	25 September 2019	Dan Cundy/Austin Sheppard	To do

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
5.	School Improvement Advisor report update	The SAB requested the Principal to prepare a plan for the recruitment of the middle leadership so as to present it at the upcoming SBA Board meeting on 25 June 2019.		Dan Cundy/Austin Sheppard	completed
6.	Principal's report	The SAB agreed to assess all the interventions after the results come out in September 2019 to see if they worked. The SAB requested the Vice Principal do a presentation on marking at its next meeting in September 2019.	25 September 2019	Dan Cundy/Austin Sheppard Kam Bains	To do on agenda

Principals Report

South Bank UTC

1. **Examinations Results and analysis –** Dan Cundy

2. **Vision, Mission and Values -** Austin Sheppard

3. **Update on UTC improvement plan and 'Less is more' –** Austin Sheppard

4. **Quality of Teaching, Learning and Assessment –** Kam Bains

5. **Staff Recruitment and Training –** Austin Sheppard

1. **Examination Results and analysis**

2019 outcomes

Post-16 summary.

Technical qualifications.

BTEC Engineering results were very strong overall for the second year running. These are complex to summarise, as we had a range of routes, but 100% of students passed their courses. Grades map to A level for UCAS purposes with Distinction* (D*) directly linked to A* grade at A level. In the tables below, No. equates to number of students on each route.

1. One A level equivalent BTEC for those also studying A levels. All students achieved at least a Merit (B grade) and 54% at least a Distinction.

Extended certificate (1)	U	P	M	D	D*	No.
	0	0	36%	18%	36%	12

2. Three A level equivalent BTEC full time course old spec QCF for weaker Level 3 students, avoiding some of the tougher maths elements of the new spec. Again all students passed the course, achieving at least three C grade equivalents. 94% achieved at least one Merit and 31% a Distinction.

Extended Diploma (3) QCF	U	PPP	MPP	MMP	MMM	DMM	DDM	DDD	D*DD	D*D*D	No.
	0	6%	13%	6%	31%	25%	6%	0	0	2	16

3. Three A level equivalent BTEC full time course new spec RQF for stronger students, this published on league tables. 100% Pass rate with all students achieving at least DMM (ABB equivalent) grade, and 27% DDD (AAA equivalent).

Extended Diploma (3) RQF	U	PPP	MPP	MMP	MMM	DMM	DDM	DDD	No.
	0	0	0	0	0	27%	46%	27%	10

4. Two A level equivalent for students who struggled with one or more particular units or who were poor attenders. 100% Pass rate, with 75% achieving at least one Merit.

Diploma (2)	U	PP	MP	MM	DM	No.
	0	25%	50%	0	25%	4

5. 1.5 A level equivalent for a student who left at Easter as he started Jaguar Land-Rover apprenticeship, 100% Pass (CC)

90 credit (1.5)	U	PP	No.
		100%	1

A levels.

Overall stronger outcomes than in 2018. 100% Pass other than physics, which was affected by unqualified teacher in Year 12. Maths and chemistry strong with 100% A-C, and both significantly improved on 2018 along with computer science and physics. Large proportion of lower pass grades (D and E) in attainment terms; comparatively weak cohort in relation to national average and other providers on intake, although progress measures not yet provided. Computer science outcomes disappointing given class size, with immediate strategic and structural work in place to address continuing underperformance in this subject.

Note smaller cohort size in relation to BTECs

Subject	U	E	D	C	B	A	A*	No.		
Chemistry				50%		50%		2	50% A-C	100% Pass
Physics	33%	17%	33%		17%			6	66% A-E	2 Us
Computer science		50%	50%					2	100% A-E	100% Pass
Maths				33%	33%	33%		3	100% A-C	100% Pass
Further maths		100%						1	100% A-E	100% Pass

Many students on the Extended Diploma BTEC route were also instructed to sit Core or AS maths as a fourth Level 3 qualification. Results for this were low as many students opted to focus their efforts on engineering and were not required to achieve maths for their destinations. This additional maths qualification is now optional rather than mandatory, with stronger buy-in from students for future years. The new Principal is a maths specialist and is giving immediate support and focus on the maths curriculum and teaching team.

GCSE

Attainment 8: 34.6 points

English and maths 4+ 44%, 5+ 24%

Executive Principal's commentary: 'On the surface this is a disappointing set of results. Attainment is down on 2018, which was expected based on Key Stage 2 and baseline data. However, while English (68% grade 4+, 43% 5+), Engineering (61% Level 2 Pass+) and Business (62% Level 2 Pass+) performed well, both maths and science were marginally below expectations and computer science performed very poorly. Immediate action in terms of curriculum design, staffing structure and quality assurance arrangements has already been put in place to ensure maths, science and computer science outcomes are far improved with next year's cohort.

This cohort is an unusual one, as it contains 13 students from Durand Academy, a closed, failed school from which we enrolled students with a very disadvantaged Key Stage 3. The gap in outcomes from the Durand students and others is marked: for example, 20% of Durand and non-attending students achieved grade 4+ in maths and science, against 59% of 'others', thereby exerting a drag on overall outcomes. Of real significance for the UTC is the 'progress since starting points' measure – the amount of progress this cohort has made since joining the UTC at the start of Year 10. There are of course many real success stories in the cohort. Jackson for example secured an Attainment 8 score of 80 (an average of a grade 8) with three grade 9s, and Matt secured four grade 8-9s.'

Attainment 8 in absolute terms was low, well below national and Lambeth averages for 2018, with 2019 comparators yet to be made available. It was marginally below the UTC's two neighbouring schools with similar catchments: Durand Academy (36.3 points), Evelyn Grace (38) and City Heights (39.1). This year was a weaker cohort overall in relation to the previous year. The A8 score was impacted by the very weak performance of computer science GCSE, with the EBacc bucket of Attainment 8 affected, with no additional qualifications to count other than community languages. Computer science in most schools is optional and selective. The impact of this poor set of results in computer science is being mitigated in future years, including the 2020 Year 11 cohort, by all students studying Triple Science; computer science GCSE is being offered to higher ability students with lower ability students following an alternative ICT course. This will positively impact results. A new Director of maths and sciences in the budget for mid-year will provide much-needed middle leadership to support improvements in the quality of teaching, learning and assessment.

English and maths at grade 5+ at 24% was impacted mostly by the gap between English (43%) and maths (30%) at this level, with maths performing significantly worse than English. The UTC's performance is well below national and Lambeth figures for 2018, although in line with two nearby schools, City Heights (23%) and Ark Evelyn Grace (23%).

There was a significant number of former Durand students in the cohort. They had received a very compromised Key Stage 3 in their previous school and joined the UTC by default rather than through a positive engagement with the specialism or mission, setting them apart from the rest of the cohort. The gap in attainment is stark. 20% of Durand students and two non-attenders achieved a grade 4 pass in maths and science against 59% of other students. It is important that when framing a narrative around results, the 'Durand effect' which will be well understood by Ofsted and the DfE, is presented in context.

Progress 8 is not a meaningful measure for UTCs, as it outlines progress from the start of Year 7 to the end of Year 11; the UTC only has impact on its students from the start of Year 10. All UTCs on the recommendation of the BDT and DfE instead present progress from starting points. This data is generated based on final GCSE results set against results of a battery of tests procured through GL Assessment, a national assessment agency used by thousands of UK schools. This data is judged to be robust and rigorous by DfE and Ofsted. Analysis of this data indicates that overall UTC progress from starting points sat at -0.16 for 2019: UTC students made 1/16th of a grade less progress from the start of Year 10 than their peers in schools nationally. This overall score marks a disparity between English (+1.11 against national, over a grade above average), and maths (at -0.44 almost half a grade below). We are awaiting a further set of comparative data splitting out the progress from starting points of Durand and other students. Further analysis of performance by group is also being undertaken.

Next steps

As the attainment and progress data is received in final form, a number of activities are taking place in both schools, led by the Principals, overseen by the Executive Principal and supported/scrutinised/challenged by the chairs of the School Advisory Boards.

1. Debrief meetings with heads of department / lead teachers. These will ensure that outcomes, areas of strength and areas of underperformance are well understood. By the end of September. Further results analysis to inform pupil premium strategy, SEND strategy.
2. Performance management reviews. All linked to previous years' targets and to pay progression. Led by line managers, overseen by Principal. By October ½ term.
3. Quality assurance: reviews of teaching, learning and assessment. Ongoing. Evidence gathered centrally and quantified to identify areas of strength and development; strategic support in place to address underperformance. Includes learning walks, lesson observations, work scrutiny, staff and student voice, departmental reviews, results analysis.
4. Whole-school self-evaluation. To be updated in the light of 2019 outcomes, informed by the 2019 Ofsted Education Inspection Framework (EIF). By October ½ term, updated termly, evidence-driven.
5. Strategic improvement planning. To be in place for 2019-20 academic cycle by October ½ term, informed by SAB input. New format in line with EIF.
6. Curriculum review. By end November 2019. Clear strategy on curriculum rationale and evolution in light of outcomes, trust vision and strategy. Intent and implementation plan in place for strategic improvement.
7. Development of assessment model. Improving the quality and frequency of formative assessment; ensuring that summative assessment is accurate and robust; ensuring clear feedback models for students, parents and managers to inform improvement planning. By November 2019.

8. Curriculum-led financial plan. Review completed by Christmas by Executive Principal of curriculum efficiency to identify areas of saving and potential investment, leading into next budget cycle. Includes review of staffing and management and review of Day 10 (UAE) and enrichment programme (UTC).
9. UTC: development of middle leadership structure to support raising attainment – Director of Science and maths mid-year appointment; Lead Teacher of science Easter appointment.
10. Joint CPD developed: February teacher training across both schools to share strengths and techniques and embed systems and practice. CPD reviews by VPs. Mid-session reviews February 2020.

Destinations

Of the 43 students completing Year 13, destinations are as follows, more fragmented than UAE. 37% are starting university, including four at LSBU. The range of universities includes Queen Mary's, Southampton, Coventry and Nottingham, with most students pursuing a STEM degree. 19% are starting apprenticeships, including Jaguar LandRover and Deloitte. 26% have elected to join the workplace via full time employment. 9% are pursuing further education, including two at the NFL Academy, while a further 9% are taking a gap year prior to starting university in 2020.

2. Vision, Mission and Values

As part of the UTC improvement journey I have reframed and clarified the UTC vision, mission and values to reflect the key USP of the organisation. This will help us drive forward both student and staff performance through a shared understanding and set of values and ethos.

OUR VISION
To develop young professionals with the skills and knowledge for successful careers in the engineering and health industries

University Technical Colleges®

South Bank UTC

OUR VALUES

INNOVATION
Creativity, Problem Solving, Can-do Approach

INTEGRITY
Professionalism, Honesty, Tolerance

INTENT
Ambition, Excellence, Purpose, Outcome-focussed

OUR MISSION

To maximise achievement through **innovative** teaching and learning and the development of **high quality partnerships** with LSBU and industry

To develop young people with the key skills for the modern workplace: **Listening, Presenting, Problem Solving, Creativity, Staying Positive, Aiming High, Leadership & Teamwork**

To establish an excellent UTC through continuous personal development and well-being
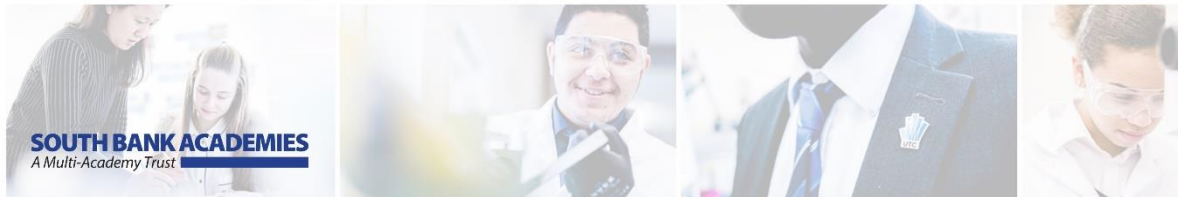
SOUTH BANK ACADEMIES
A Multi-Academy Trust

3. **Update on UTC improvement plan and 'Less is more'**

South Bank UTC Priorities 2019/20
(Draft)

1.0. Improve overall quality of Education

1.1. Improve Quality of Learning and Teaching

    Evidence: Teaching is typically good or better (teaching and learning data/aligned with teaching standards, LW and DR)

    Evidence: Teaching staff to consistently plan lessons the build pupil's knowledge and deeper understanding (teaching and learning data)

    Evidence: AfL and Marking policy to be consistently utilised by staff to guide excellent progress of students (book looks, student voice)

    Evidence: Weekly, targeted and impactful CPD improving quality of learning and teaching (CPD feedback form, Observations via learning walk

1.2. Improve PMR accountability in order to drive improvement of standards and Quality of Education

    Evidence: Introduce new PMR cycle and online platform that drives forward quality of teaching and learning

1.3. Improve leadership at all levels in order to build capacity to drive forward improvement in the Quality of Education

    Evidence: Develop leadership at senior and middle levels particularly

2.1. Improved Outcomes across all subjects:

- GCSE progress from starting points to be in line with national (Redbourne)
- ALPS ALPS T score of 5 or better
- BTEC level 3 results in line with national or better
- English and Maths crossover to improve from 44% 4+ to 60% (In line with 2018 results)
- Evidence: Destinations and Skills awards completed

3.1. Embed new values into curriculum so that students can thrive in their studies and professional journey

    Evidence: Students and staff able to eloquently describe and explain the UTC values and how they frame success (student and staff voice)

4.1. Drive sustainability and financial efficiency by establishing a second specialism of health and thus increasing student numbers

    Evidence: Increase number on roll to over 325 in September 2020

    Evidence: Recruit teaching staff and students onto suitable new curriculum for first teaching September 2020

5.1. Ensure a wider range of students take advantage of all opportunities

(In order to build a wide skill base that enables them to thrive in their future professional settings)

    Evidence: New essential skills to be embedded into full curriculum (portfolio progress)

    Evidence: Enrichment programme to be fully utilised (Registers, Staff and Student voice)

    Evidence: Student projects and programmes to impact all students (Registers, staff and student voice)

5.2. Improve Attendance and punctuality in all year groups to ensure students are professionally ready

    Evidence: Whole UTC attendance 96%

Deadline for completion of the SEF and UTC improvement plan is OCTOBER 18th.

4. Quality Teaching Learning Assessment

Kam Bains

The Quality of Teaching Learning and Assessment

Learning Walks

10 learning walks were conducted by SLT in the from 3rd Sept to 17th September. The findings are kept centrally and feedback given to all staff on general themes with respect to areas of success and improvement.

Areas of success include

1. pupil engagement
2. lesson planning
3. subject knowledge
4. pupil behaviour.

Areas for improvement include

1. deeper questioning
2. presentation of work
3. consistent application of marking policy

CPD

Teaching and Learning sessions have been delivered, on lesson planning, knowledge curriculum, deeper questioning and assessment for learning this term.

Quality Assurance

The first cycle of QA will begin in Week 4. This will involve lesson observations, book reviews, pupil interviews and evaluations

Ofsted Action Plan

A survey was completed by all teachers in July to evaluate impact of CPD on their understanding and application of the QTLA Action plan

Summary of Findings

The findings indicate that when self-assessing in each area staff have increased confident in the use of :

1. Quizzing in lessons
2. The use of knowledge organisers
3. In the application of the marking policy
4. In using feedback to inform planning.

Actions

There is support and guidance to be provided on :

1. the consistency of quizzing in all subject areas
2. The distribution, format and storing of knowledge organisers for all year groups.
3. The consistent application of the marking policy
4. Evidence to show that feedback is being used to inform planning
5. The development of deeper questioning to support understanding.

5. Staff Recruitment and Training

We have had 4 recent teaching appointments at the UTC. At this stage 2 of these members of staff are performing exceptionally well. 1 member of staff is performing satisfactorily and has given notice of maternity leave, her performance is being closely supported. 1 is giving cause for concern and is being very closely monitored and supported.

Recruitment

We have appointed a new Trust Marketing Manager who will serve UTC 0.6 of the time. He is an experienced marketer and currently works at LSBU. He starts 21st October.

We have had an admin restructure with successful appointments to key appoints in admissions, 6th form support and SLT support.

We have a vacancy for attendance officer.

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	CONFIDENTIAL
Paper title:	Student recruitment and financial implications
Board/Committee:	South Bank Engineering UTC
Date of meeting:	25 September 2019
Author:	Dan Cundy, SBA Executive Principal
Purpose:	To note
Recommendation:	The SAB is requested to note the Student recruitment and financial implications.

Executive Summary

Student recruitment update and financial implications

Student recruitment was lower than anticipated in Year 10. Numbers are still fluctuating, but as of 18th September there are 28 on roll, set against a budget of 40. This was contrary to previous years' experience where the vast majority of applicants who were interviewed proceeded to enrol. In this case, the gap in presence of a marketing officer was felt, as applications were not responded to or offer letters sent in a timely manner. In addition, a larger number of applicants were guided at interview not to proceed with their application as the UTC would not provide the educational pathway in line with their aspirations or capabilities.

In Year 12 however, the picture is more positive. Against a budget of 85 students, there are now 100 on roll in Year 12. The curriculum offer has proven well-judged, with all A levels, BTEC and level 2 courses viable.

In response to the recruitment pattern, the budget will be reforecast in October, with an early review meeting in September. It is likely that there will be adjustments to staffing to save cost. This can be accommodated within the existing budgeted model, with some positions able to be configured in other ways, including science TA and librarian.

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	INTERNAL
Paper title:	UTC SAB recruitment update
Board/Committee:	South Bank Engineering UTC
Date of meeting:	25 September 2019
Author:	Alexander Enibe, Clerk to South Bank Academies
Sponsor:	Lesley Morrison, Chair of the UTC SAB
Purpose:	For Information
Recommendation:	The SAB is requested to note the recruitment update

Recruitment update

In adherence to the SBA scheme of delegation (SOD) and following the SBA Board meeting of 17 September 2019, the following appointments will be made to the UTC School Advisory Board:

- One parent governor
- One staff governor
- UTC Vice Chair (this appointment to be filled by the Chair of the UTC SAB)

The parent governor will be elected by the parents at the UTC, in line with the scheme of delegation.

The staff governor vacancy will be filled by a selection process overseen by the Chair of the SAB.

UTC SAB

- Lesley Morrison (Chair)
- Ed Arthur
- Ian Brixey
- Tony Roberts
- Joanne Young
- Beau Fadahunsi
- Leona Ross (parent governor)
- Austin Sheppard (Principal)
- Staff governor – vacancy
- Parent governor – vacancy

- Vice Chair – vacancy

The Board is requested to note this update.

South Bank Engineering UTC
Governor Visit Report

Name	*Ian Brixey –Link Governor for Industry Engagement*
Date of Visit	*20th May 2019*
Focus of Visit	*Industry connections and student engagement.*
Classes/staff visited	*See below*

Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, had lunch etc.

The Institution of Civil Engineers ICE President with his team visited SBE UTC this morning and met with students.
  Observed meeting between students and ICE
  Observed ICE tour of workshops with student classes in progress incl AR Welding and laser scanning classes.
  Observed 'Speed Dating' conversations between students and the ICE team.
  Discussed opportunities for charity funding from associated industry sources with Dan Cundy, Principal.
  Discussed potential format for planning and recording industry engagement records with David Bell who will be responsible for this information.

What I have learned as result of my visit

Students were attentive and engaged with the ICE contact showing a keen interest with this industry link. Behavior observed was good.

The ICE President was very complimentary regarding SBE UTC and considered that this type of education was what the industry needs as young people are its future. The ICE said that they wish to have an ongoing engagement with SBE UTC.

Positive comments about the focus

The importance of industry engagement has been reinforced having observed this visit from one of the industry's most important institutions.

Student behavior is good when engaging with industry people.

Aspects I would like clarified / questions I have

What and who will maintain the ICE engagement for future links?
How can a range of further industry links be developed to engage and perhaps become associates with SBE UTC on an on-going basis?

Ideas for future visits

Check with students how they are receiving and remembering what they have learned about their links with industry visits.
Review planning and recording of links with Industry to ensure that this is a balanced approach.
See other industry partner engagement and projects in action.

Any other comments

Industry sponsors to meet to agree a coordinated approach for industry engagement for acceptance by the Principal.

Signed _____

(Governor)

Signed _____

(Headteacher / Coordinator)

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	CONFIDENTIAL
Paper title:	Governors' training and signing of the KCSIE
Board/Committee:	UTC School Advisory Board meeting
Date of meeting:	25 September 2019
Author:	Alexander Enibe, Clerk to South Bank Academies
Sponsor:	Lesley Morrison, Chair of the UTC SAB
Purpose:	For Information
Recommendation:	The SAB is requested to complete these trainings.

Executive Summary

The SAB is requested to complete the following online training courses, which have been arranged for the SBA directors and governors:

- The Child Protection for School Governors (safeguarding).
- Prevent Duty – please follow this link and click London – Education (schools) - Governor
- Safer Recruitment (for selected SAB governors only).

Governors are encouraged to complete these trainings as soon as possible.

The SAB is also requested to read the 'Keeping Children Safe in Education' 2019 and sign having read it on 25 September 2019.

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South Bank Academies UTC
Strategic and Reputational Risks

Risk No.	Risk Description	Risk Consequences	Impact	Probability	Overall Risk Rating	Existing Internal Controls and Evidence	Residual Risk Level	Assessment of Control Quality/Action Needed (Strong, Moderate, Weak)	Person Responsible	Direction of Travel	Next Review Date
1	Failure of the UTC to recruit sufficient learners especially in Y710 and Y12 to make it viable	Significant financial risk Risk that the confidence of stakeholders is diminished Cash flow problems Long term financial problems	3	2	6	Admissions Policy Parent/Carer Communication Marketing Strategy Integrated Financial Curriculum Planning Effective Networking	2	Moderate	Executive Principal Principals Marketing Team	→	
2	Failure to ensure that the objectives for the UTC are met	Risk that the UTC fails to operate within the strategic objectives agreed by the Local Advisory Body Risk that the UTC's strategic objectives become out of date or no longer appropriate Risk that the UTC receives an unfavourable Ofsted Report Risk that the objectives of the UTC are seen as controversial	2	2	4	Experienced Senior Leadership Team Principals' performance management with internal and external assessors Active and experiences Trustees and Local Advisory Body Stakeholders who take an active role in the operation of the UTC Regular Principal and Operations Meetings External Advisors Ofsted Action Plan T&L focus of the Governors Principals' Report Data Harvest	3	Moderate	Executive Principal Principals Marketing Team	→	
3	Poor Student outcomes	Poor examination results could cause a reputational and financial risk. Detrimental to student futures/careers. UTC's reputation at risk.	3	2	6	Teaching and Learning constantly monitored and reported. Termly attainment reporting sent to management and pupils Incoming students assessed for suitable attainment levels Executive Principal educational oversight UTC Improvment Partnership External consultants to improve Teaching and Learning Regular staff appraisals Trust HR Manager to advise on Staffing and issues. Principal reports to Local Advisory Body	5	Moderate/Weak	Exective Principal Princiipal SLT Trust HR Manager	→	
4	Failure to monitor and react according to the requirement of our stakeholders	Risk that stakeholders (especially students and families) and beneficiaries do not consider the UTC service to be valuable and high quality	3	1	3	Reports to Trustees Reports to SAB Parent/Carer Communication UTC Council Open Day Questionnaires Parent, Student, Staff surveys	2	Strong/Moderate	Executive Principal Principals SLT	→	
5	Failure to monitor and react according to the requirement of our stakeholders	Risk that competitors make more attractive offer to stakeholders (students and families) leading to loss of students and poor retention. Risk that stakeholders fail to differentiate between the UTC and its competitors Risk of competition or the same share of the market	2	1	2	Marketing Strategy Effective Networking Post 16 Investments and Improvements Post 16 UTC Development Plan	1	Strong	Executive Principal Principals SLT Local Advisory Board	→	
6	Failure to assess and review alliances and partnership with other organisations	Risk that an alliance or partnership is no longer appropriate Risk to the integrity of the UTC	1	1	1	Networking Visits to other UTCs Principal Meetings UTCs' Forum	0	Strong	Chief Executive Officer Executive Principal Principals SLT	→	
7	Failure to ensure Information Technology in the UTC is maintained to the highest standard	IT security risk Risk to the corruption or loss of data Risk that IT equipment and services are outdated and no longer fit for purpose Financial risk Risk of Litigation	2	1	2	Outsourced IT service Regular back up of information on outsourced servers Acceptable Use Policy	1	Strong	Executive Principal Principal Vice Principal Outsourced IT Services Provider SLT	→	
8	Failure to monitor the effect of risks over which the UTC has little or no control such as economic or natural disaster	Financial Risk Risk of Litigation Reputational risk	1	1	1	Part of UTC Insurance Review process organised by Trust Business Manager Fixtures, Fittings, Employer, Public Liability held by the UTC Disaster Recovery Plan ICT Disaster Recovery Plan Temporary building replacement scheme with insurers PREVENT strategy used in UTC Medical Reviews PHSE program in UTC	0	Strong	Executive Principal Principals SLT Trust Business Manager	↓	

Risk No.	Risk Description	Risk Consequences	Impact	Probability	Overall Risk Rating	Existing Internal Controls and Evidence	Residual Risk Level	Assessment of Control Quality/Action Needed	Person Responsible	Direction of Travel	Next Review Date
9	Failure of the UTC to recruit Governors who have the appropriate profile	Risk that a Governor could attract negative publicity Risk that stakeholders view Governors merely as extension of SLT Risk that stakeholders lose confidence in the Local Advisory Body UTC receives a set of Unqualified Accounts from its annual audit. Fines from the ESFA Potential Financial Notice to Improve issues from the ESFA Financial Risk, Risk of Litigation, Reputational Risk, Risk to the future of the UTC, Risk of poor moral affecting staff and stakeholders Risk that committees fail to operate effectively Risk that committee delegation is poor Risk that Local Advisory Body does not delegate enough or delegates too much to the Principal or SLT. Risk that the Terms of Reference are inadequate and/or unfit for purpose Risk to the day-to-day operation of the UTC	2	1	2	Governor training and induction and recruitment process, formal application process Regular Governors' skills audit Monthly management accounts, budget monitoring Reports to SLT and Local Advisory Body Awareness of Financial Regulations Effective Internal and External Audit Monthly management accounts, internal; controls, daily reconciliations for real time data. Review of monthly accounts by Chair of FGP, robust financial policies and procedures, disseminated to staff Robust organisational monthly month-end review Risk Assessment process, Health and Safety policy, guidance on Data Protection, annual Governors' review and Terms of Reference, clear guidance on senior staff roles and clear cover arrangements Active Local Advisory Body membership, access to SLT for guidance and support External Advisors Judicium	1	Strong	SBA Board Local Advisory Boards LSB Governance Team Chief Operating Officer Executive Principal Principals	↓	
10	Failure to comply with legislative requirements.	Financial Risk Reputational Risk risk of Litigation Risk of poor morale affecting staff and stakeholders Risk to the future of the UTC and Trust	3	1	3	Clear policies disseminated to all staff Risk Assessment Process Health and Safety Policy Guidance on Data Protection External consultants and experts used Regular external and internal review of legislative areas in UTC	2	Strong	Executive Principal Principal SLT Trust Business Manager	↓	
11	Failure of The UTC and the Local Advisory Board to have procedures in place to cover the absence of the Principal or other members of the Senior Leadership Team	Financial Risk Reputational Risk Risk of poor morale affecting staff and stakeholders Risk to the day to day operations of the UTC Risk that Terms of Reference are inadequate or not fit for purpose	2	1	2	Clear guidance on Senior Staff roles clear cover arrangements Regular Local Advisory Board meetings CEO and Executive Principal meetings Access to SLT for guidance and support External Advisors Judicium, Local Authorities, LSBU Sponsor, UTC Improvement Partners Regular meetings with the Executive Principal	1	Strong	Executive Principal Principal Local Advisory Board	↓	
12	High profile event in the UTC affects Trust overall and its reputation.	Risk to reputation nationally and locally to the UTC and the trust. Risk to the Sponsor's reputation.	3	1	3	UTC has a Critical Incident plan which is regularly assessed listing a delegation of duties in the event of an emergency situation. Advice abnd Expertise of the sponsor LSBU to advise in difficult circumstances Access to LSBU Sponsor legal expertise and advise	2	Strong	Executive Principal Principal	→	
13	Safeguarding incident at one of the UTCs.	Risk to reputation locally and nationally DfE and HSE intervention depending on scale of the event. Risk of drop in numbers of enrollments	3	2	6	Experienced SENDCO employed at UTC All staff and governors are given safeguarding and prevent training annually All students and staff complete e-safety training and firewalls are in place to secure all ICT networks.	4	Moderate	Executive Principal Principal SLT	↓	

South Bank Academies UTC
Operational Risks

Risk No.	Risk Description	Risk Consequences	Impact	Probability	Overall Risk Rating	Existing Internal Controls and Evidence	Residual Risk Level	Assessment of Control Quality/Action Needed	Person Responsible	Direction of Travel	Next Review Date
14	Failure to ensure that the quality of Management information produced by the UTC is of a high quality, timely and aids decision-making.	Risk that the financial and non-financial performance of the UTC cannot be managed or reviews by SLT Risk that the financial and non-financial performance of the UTC cannot be challenged or reviewed by the Trust or SBA Board Risk to the UTC of receiving poor audits and inspections	2	2	4	Regular reporting and review of performance against targets for recruitment SIP and Self Evaluation Trustee and Local Advisory Body reports and Minutes Support from the UTC administration team Outsourced Data platforms	2	Strong	Executive Principal Principals SLT	→	
15	Failure to ensure that the quantity of Management Information produced by the UTC is good enough to aid decision making	Risk that the SLT cannot take informed decisions Risk that the Local Advisory Body cannot make informed strategic decisions Risk that the Local Advisory Body has no financial expertise Risk that the individual Governors' play a 'passive' role on the Local Advisory Body Risk that leadership does not have the capability or experience within the sector, risk that the SLT do not have the integrity required. Risk that succession planning is ignored, risk that too much emphasis is placed on entrepreneurial work and strategic objectives of the UTC are ignored. Risk to staff and stakeholders of low morale, risk of poor recruitment of learners to UTC, risk of poor retention and success rates. Risk of recruiting unsuitable staff, risk of poor appraisal, CPD processes and the need to instigate costly disciplinary procedures, tribunals etc. Financial Risk, Risk of Litigation, Risk to the achievement of the UTC's Strategic objectives	2	2	4	Regular reporting and review of performance against target for recruitment SLT review process Trustee and SBA Board and Local Advisory Board reports and minutes UTC Recruitment and Selection policy and procedures, continuing professional development, appraisal, Staff Development strategy ESFA Handbook Active Senior Team Membership Continuing Professional Development Active Local Advisory Body membership Trust HR Manager for recruitment and employment oversight	2	Strong	Executive Principal Principals SLT Trust HR Manager	↓	

Risk No.	Risk Description	Risk Consequences	Impact	Probability	Overall Risk Rating	Existing Internal Controls and Evidence	Residual Risk Level	Assessment of Control Quality/Action Needed	Person Responsible	Direction of Travel	Next Review Date
16	Failure to implement a Risk Management Strategy	Failure to optimise educational opportunities Non-compliance with ESFA requirements Exposure of the UTC to unnecessary risk Increased cost, eg insurance	1	1	1	Thorough recruitment programme with all relevant staff trained Comprehensive professional development Strong Appraisal system Competitive renummeration and career development.	0	Strong	Executive Principal Principals SLT Local Advisory Board	→	
17	Failure to ensure the managers of the UTC possess the skills and experience required to manage the UTC	Risk that the leadership at all levels including subject areas does not have the capability or experience within the sector Risk of poor recruitment of learners to the UTC Risk of poor retention and success rates Risk of recruiting unsuitable staff Risk of poor appraisal, CPD processes and the need to instigate costly disciplinary procedures	3	2	6	UTC Recruitment and selection policy and procedures Active Senior Leadership Membership Continual professional development Staff development strategy INSET Training Days Trust Finance Manager Trust HR Manager	4	Moderate	Executive Principal Principals SLT Trust HR Manager Trust Finance Manager Trust Business Manager Chief Executive Officer	↓	
18	Staff Recruited to the UTCs do not have the required skills and expertise to meet the strategic objectives of the UTC.	Risk to staff and stakeholders of low morale risk of poor recruitment of learners to the UTC risk of poor retention and success rates Risk of recruiting unsuitable staff Risk of poor appraisal CPD processes and need to instigate costly disciplinary tribunals.	2	2	4	UTC recruitment and selection policy and procedures Active Senior Team involvement in Recruitment Advice and support from the Trust Business Manager Continuing professional development Trust HR Manager oversight	2	Strong	Executive Principal Principals SLT Trust HR Manager	↓	
19	Failure to recruit key teaching and support staff posts. Inadequate competency of staff within the UTC.	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.	2	3	6	Thorough recruitment programme with all relevant staff trained Comprehensive professional development Strong Appraisal system Competitive renummeration and career development.	4	Moderate	Executive Principal Principals Trust HR Manager	↓	
20	Inadequate number of teaching and support staff within the UTC.	Inadequate teaching and student support leading to poor student outcomes. Unsatisfactory Ofsted grading leading to poor outcomes	1	3	3	Integrated Financial Curriculum Planning Monthly monitoring of staffing Exit interviews Timely recruitment processes Experienced Trust HR Manager in place	2	Strong	Executive Principal SLT Chief Executive Officer	↓	

South Bank Academies UTC
Compliance Risks

Risk No.	Risk Description	Risk Consequences	Impact	Probability	Overall Risk Rating	Existing Internal Controls and Evidence	Residual Risk Level	Assessment of Control Quality/Action Needed	Person Responsible	Direction of Travel	Next Review Date
21	Failure to ensure the UTC complies with employee legislation	Risk that legislative requirements are not known or complied with Risk that Equal Opportunities legislation may not be complied with or discrimination in the work place may occur Risk that Data Protection legislation may not be complied with Risk that Human Rights legislation will not be complied with Risk that employee contract legislation may not be complied with Risk that employee Pension legislative requirements are not known or complied with Risk that Health and Safety legislative requirements are not known or complied with Fines for not ensuring right to work in the UK	2	1	2	Support of HR Advice and the associated policies and procedure Support of UTC Data Protection Officer and supporting policy and procedure Health and Safety Policy First Aid Policy Fire Safety Policy Support from the UTC's external Health and Safety Officer External Advisors – Judicium Safeguarding policy	1	Strong	Executive Principal Principals Trust HR Manager	↓	
22	Failure to ensure the UTC complies with environmental legislation	Risk that UK legislative requirements are not known or complied with	1	1	1	Reporting to SLT and Local Advisory Body Support of the site team as appropriate Monthly Management Accounts Reports to Finance and General Purposes Committee and the Local Advisory Body Budget monitoring Awareness of Financial Regulations and AFH Effective External Audit 3 year financial forecasts Support from the Responsible Officer Recycling program both teachers and students IT disposal policy	0	Strong	Executive Principal Principals Trust Business Manager SLT	↓	

#	Risk	Description	Impact	Prob	Score	Controls	Score	Rating	Responsible	Trend
23	Failure to ensure the Financial reporting requirements of the UTC are met	Risk that the legislative requirements relating to the production and reporting of the Statutory Accounts are not known or complied with Risk that the legislative requirements relating to Accounting Standards are not known or complied with Risk that the Charities Statement of Recommended Practice [SORP] legislative requirements are not known or complied with	3	2	6	Monthly Management Accounts Reports to Finance and General Purposes Committee and the Local Advisory Body Budget monitoring Awareness of Financial Regulations and AFH Effective External Audit 5 year financial forecasts Support from the UHY internal Audit Governors Annual Audit against financial handbook. Governors Control document	4	Moderate	Executive Principal Principals Local Advisory Board Chief Executive Officer Trust Business Manager	→
24	Failure to ensure that the UTC ensures that Data Protection systems, procedures and processes are adequate	Risk that the legislative requirements relating to the protection of data are known and complied with Financial risk Litigation risk	2	1	2	Support of outsourced Data Protection Officer and supporting policy and procedure Data Audit by external consultant Trust has an updated GDPR Policy All Trust and UTC staff have received GDPR training	1	Strong	Executive Principal Principal SLT	→
25	Failure to ensure that the UTC is compliant in respect of Welfare issues	Risk that the legislative requirements relating to disability are not known or complied with Risk that the legislative requirements of the Child Protection Act are not known of complied with	2	1	2	Support of HR Manager and the associated policies and procedures Parent/Carer Communication DBS Policy Citizenship Policy Personal, Social, Health Education Policy Reporting mechanisms to the Local Advisory Body Safeguarding Officer and ongoing training RESPECT procedures Epipen Training Attendance Review	1	Strong	Executive Principal Principal SLT	→
26	Failure to ensure that the UTC is compliant in respect of the requirements of the UTC sector	Risk that the legislative requirements relating to the National Curriculum are not known or complied with Risk that the legislative requirements relating to mental health are not known or complied with	1	1	1	Reporting mechanisms to the Local Advisory Body Government Website and advice External website subscriptions – The Key Exam entries Subscriptions to professional bodies Curriculum leaders meeting and regular review TBM networking with Baker Dearing and SBM group for UTCs	0	Strong	Executive Principal Principals SLT Trust Business Manager	↓
27	Failure to ensure that the UTC is compliant in respect of the requirements of the Government and other relevant Authorities	Risk that the terms and conditions relating to the payment of any grant is not known of complied with Risk that the legislative requirements relating to licensing are not known or complied with	1	1	1	Reports to SLT and the Local Advisory Body Ofsted Inspections Internal and External Audit Networking Visits to other UTCs Principals' Meetings External subscriptions – The Key (UTCs and Governors)	0	Strong	Executive Principal Principals SLT	↓
28	Inadequate level of expertise and challenge on Local Governing Body leading to ineffective local governance.	Failure to achieve mission and objectives of the UTC/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.	2	Strong	Executive Principal Principal Local Advisory Board	→
29	Serious breach of health & safety regulation or disability legislation occurs	Risk of litigation and Reputational risk.	3	1	3	Policies and procedures consistent with relevant legislation. Independent audit on Health and Safety and Policies Regular reports to the board Oversight of Trust Business Manager Adequate insurance cover through Govt recommended RPA Scheme	2	Strong	Executive Principal Principal	→
30	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 UTC reputation	3	1	3	Maintenance programme in place assessed and monitored by Principal and forwarded to Trust Adequate budgets for building maintenance are provided Regular site checks and external audits Appointment of skilled, qualified Premises Manager and team Funding by the Trust for Capital Expenditure on Buildings Access to CIF bid expertise and consultants.	2	Strong	Executive Principal Principal Trust Business Manager Vice Principal Business Support Officer	→
31	Failure to safeguard Trust or UTC Assets from theft or damage by a third party.	Damage to building and assets Health and safety risk to students and staff Reputational damage and poor learning outcomes.	2	1	2	UTC has adequate security systems Budgetary allowance for upkeep and maintenance Asset registers at each establishment are monitored and auditted regularly DFC Fundiing for maintenance and upkeep. Adequate insurance is provided by Govt recommended insurance scheme RPA	1	Strong	Principal Vice Principal Premises Manager	→

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