

Meeting of the South Bank Academies Board

4.00 pm on Tuesday, 17 September 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.	Presentation on LSBU sponsor student engagement programme 2019/20	To Be Tabled	SB
2.	Welcome and apologies		HT
3.	Declarations of interest <i>Directors are required to declare any interest in any item of business.</i>		HT
4.	Appointment of SBA Chair and Vice-Chair (for approval)	3 - 4	MB
5.	Minutes of last meeting <ul style="list-style-type: none"> • 25 June 2019 • 19 July 2019 	5 - 12	HT
6.	Matters arising	13 - 14	HT
7.	Chair's Business <ul style="list-style-type: none"> • Appointment of SBA CEO (for approval) 	15 - 16	HT
Items to discuss			
8.	CEO's Report	17 - 30	NL
9.	Education update <ul style="list-style-type: none"> • Academic outcomes and destinations 2018/19 • Safeguarding reports 	31 - 44	DC
10.	Management accounts - July 2019	45 - 54	CC
11.	SBA employee engagement survey feedback	55 - 70	DC, NL
12.	SBA policy schedule (for approval)	71 - 74	DC
Items to note			
13.	MAT Risk registers	75 - 82	CC
14.	SBA development pipeline update	83 - 86	DC
15.	Master funding Agreement & Financial	87 - 96	AE

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
	handbook		
16.	Draft Public Benefit statement	97 - 100	MB
17.	SAB membership update	101 - 102	MB

**Date of next meeting
4.00 pm on Tuesday, 26 November 2019**

Members: Hitesh Tailor (Chair), Richard Flatman (Vice-Chair), Tony Giddings, Nicole Louis, Chris Mallaband, Lesley Morrison, Fiona Morey and David Phoenix

Apologies: Hilary McCallion and Michael Broadway

In attendance: Safia Barikzai, Clym Cunnington, Dan Cundy, Alexander Enibe and James Stevenson

We are pleased to invite you to a networking event on the 6th form roof terrace of the Academy from 18:15 pm – 20:00 with governors, senior managers of the LSBU Group and key stakeholders.

Agenda Item 4

	CONFIDENTIAL
Paper title:	Appointment of SBA Chair and Vice-Chair
Board/Committee:	South Bank Academies Board meeting
Date of meeting:	17 September 2019
Author(s):	Michael Broadway, SBA Company Secretary
Sponsor(s):	Michael Broadway, SBA Company Secretary
Purpose:	To approve
Recommendation:	The Board is requested to approve the re-appointments of Hitesh Tailor as Chair of the Board and Richard Flatman as Vice Chair of the Board

Executive Summary

Under article 82, “The Trustees shall each school year elect a Chairman and a Vice-Chairman from among their number. A Trustee who is employed by the Academy Trust shall not be eligible for election.”

The Board is requested to approve:

- (i) Hitesh Tailor continues as Chair of the Board for the next school year, 2019-20; and
- (ii) Richard Flatman continues as Vice Chair for the next school year, 2019-2020.

This page is intentionally left blank

**Minutes of the meeting of the South Bank Academies Board
held at 4.00 pm on Tuesday, 25 June 2019
South Bank Engineering UTC, 56 Brixton Hill SW2 1QS**

Present

Hitesh Tailor (Chair)
Richard Flatman (Vice-Chair)
Douglas Denham St Pinnock
Nicole Louis
Lesley Morrison
David Phoenix

Apologies

Tony Giddings
Chris Mallaband
Fiona Morey

In attendance

Michael Broadway
Dan Cundy
Clym Cunnington
Alexander Enibe

1. Welcome and apologies

The Chair welcomed trustees to the meeting.

The Board noted that Douglas Denham St Pinnock is resigning from the Board due to his forthcoming retirement from the LSBU Board (in February 2020), and thanked him for his support and service for South Bank Academies over the past four years.

The above apologies were noted.

2. Declaration of interest

The Board noted interests of Dan Cundy and Clym Cunnington in item 11.

3. Minutes of previous meeting

The Board approved the minutes of the meeting of 28 March 2019.

4. Matters arising

The Board noted the actions arising from the previous meeting.

The Board requested the policy schedule to its meeting in September 2019.

The Board noted that the academy have not turned down any students for the sixth form based on grades. There are defined pathways for most students with a range of grades within the Trust.

The Board noted that the SBA 5-year staff investment plan is in preparation and would be brought to a future Board meeting.

The Board noted that planning had started for the tender for new external auditors following the end of Kingston Smith's contract in 2020.

The Board noted the update on intervention plans. Intervention plans would be consolidated across the two schools in future.

5. **CEO's Report**

The Board discussed the CEO's report.

The Board noted the students' exam results would be out in August 2019.

The Board noted the positive School Improvement Advisor report on the UTC.

The CEO confirmed that student numbers in the UAE and UTC are expected to grow and had been factored into the draft budget for 2019/20.

The Board noted that SBA is working with LSBU to prepare applications for grants for two major funds; the European Social Fund and Mayors Young Londoners Fund. In addition, the UTC is benefitting from £80k worth of capital investment following LSBU's successful grant in the Higher Level Digital Skills programme.

The Board noted potential expansion opportunities which was discussed in detail under minute 9.

The Board discussed in detail the proposal on the parent pay write-off. The Board noted the historical background of the parent pay issue and requested that the SBA Executive ensure that measures are put in place to collect payment for school meals.

The Board approved the parent pay write-off of £91,335, subject to review by the Audit committee.

{Secretary's note: At its meeting of 26 June 2019, the Audit Committee supported the write-off of the parent pay debt. Accordingly, the write-off was approved}.

6. **Education update**

The SBA discussed the education update.

The Board discussed pupil progress at the Academy and the UTC. Pupils at the Academy had sat GCSE exams for the first time. The Board noted that the Progress 8 measure was improving but that it was variable between different groups.

The A level cohort is small and significant intervention has been put in place to address underperformance.

The Board noted the positive update on student applications for 2019/20. The Academy is looking to have a 'comprehensive intake' with a wide range of ability.

The Board noted that the UTC is expected to improve its results in national examinations from last year.

The Board noted there was little change in the number and seriousness of safeguarding cases since the last report. The Board noted the high number of children at risk of significant harm at the Academy (level 4). The Board sought assurance from the Executive Principal that appropriate measures are being taken to address this. The Executive Principal confirmed that a multi-agency approach is taken with all level 4 cases.

The Board discussed the update on staffing and requested that staffing priorities were reviewed in order to deliver a balanced budget for 2019/20. The Board noted that the Executive Principal is carrying out curriculum-led financial planning.

The Board noted the UTC Ofsted improvement plan which was being reviewed in detail by the School Advisory Board.

7. Chair's progress verbal update

The Board noted the Chair's progress verbal update.

The Chair updated the Board on the activities that he has participated in since becoming the Chair.

8. Management accounts - May 2019

The Board discussed the management accounts to May 2019.

The Board noted that the Academy is forecasting to deliver a £620k surplus before depreciation against £272k budgeted surplus leading to a £348k variance. The position after taking depreciation into account is £465k surplus forecast against £217k budgeted surplus leading to £247k variance.

The Board noted that the UTC is forecasting to deliver £230k surplus before depreciation against £141k budgeted surplus leading to £89k variance. The position after taking depreciation into account is a £37k deficit against £94k budgeted surplus leading to a £131k adverse variance.

The Board noted that the write off of parent pay debt (minute 5 refers) would be included in the next set of management accounts.

The Board noted that preparations for the year end audit had begun.

The Board noted that the Academy's building had been revalued by the ESFA at £8.4m, which would be reflected in the year end accounts.

The Board noted that an asset replacement strategy is being developed and will feed into the capital expenditure plans.

9. SBA development pipeline update

The Board noted the SBA development pipeline updates.

The Board noted that a merger with Elutec UTC will not progress as the DfE have indicated preference for a partnership with a bigger multi-academy trust (MAT).

The Board noted the proposed partnership with Archbishop Tennyson School, Croydon. The proposed business model would be thoroughly reviewed prior to any recommendations coming to the Board.

The Board noted that the Executive Principal is meeting the Principal of Copthall School to discuss a potential merger.

The Board noted the DfE expectation that MATs have at least five schools and that at least two are rated as 'Good' by Ofsted.

The Board requested an update on the SBA development pipeline at its September 2019 meeting.

10. Workforce priorities

The Board discussed the update on workforce priorities.

The Board noted that management is working to address the high rate of staff absenteeism at the Academy.

The Board requested the Trust HR Manager present workforce priorities plan at its Board meeting in September 2019.

11. Budget 2019/20

The Board discussed the draft budget 2019/20, 3 year financial forecast and reserves spending plan.

The Board requested:

- a strategic approach to staffing through a clear workforce plan and priorities for staffing
- deficit and non-deficit solutions to meeting workforce priorities
- a capital spending plan

The Board noted that the LSBU Group Executive would discuss the revised 2019/20 budget before submission to the SBA Board for approval in July 2019.

12. **Board & SAB membership**

The Board noted that LSBU plans to appoint Professor Hilary McCallion CBE as a replacement for Douglas Denham St Pinnock, who has resigned as a director of South Bank Academies with effect from 31 July 2019.

{Secretary's note: the LSBU Nomination committee approved the appointment of Hilary McCallion as a director of SBA on 13 August 2019}.

The Board ratified the following appointments to the Academy School Advisory Board:

- Alex Drake as governor and Vice-Chair;
- Elizabeth Adeyemi as governor; and
- Safia Barikzai as governor.

The Board requested that the CVs of the above mentioned appointees be circulated to the Board.

13. **Risk registers**

The Board noted the risk registers which had been updated.

The Board agreed that it would continue to review the trust-wide risk register and that the School Advisory Boards would review school risk registers.

14. **Summary of committee and School Advisory Board reports**

The Board noted the summary of the recent audit committee and SAB meetings.

The Executive Principal confirmed that the SABs' governance is robust with appropriate challenge of school Principals.

15. **Assurance visits report and governance training update**

The Board noted the assurance visits' update.

The assurance visits were done by the Chair and Group CEO on 6 June 2019. They met the Principals, Senior Leadership Teams and Students across the two schools. More time would be allocated for future visits.

Date of next meeting
4.00 pm, on Friday, 19 July 2019

Confirmed as a true record

..... (Chair)

**Minutes of the meeting of the South Bank Academies Board
held at 11.00 am on Friday, 19 July 2019
held by tele conference**

Present

Hitesh Tailor (Chair)
Douglas Denham St Pinnock
Nicole Louis
Chris Mallaband
Fiona Morey
David Phoenix

Apologies

Richard Flatman
Tony Giddings
Lesley Morrison

In attendance

Michael Broadway
Dan Cundy
Clym Cunnington

1. Welcome and apologies

The above apologies were noted.

The Board noted the networking evening planned for 17 September 2019 for directors, local governors and other stakeholders.

2. Declarations of interest

The Board noted the interests of Dan Cundy and Clym Cunnington in the budget paper which included a proposed pay award for staff.

The Board noted that Fiona Morey is a trustee of Laser Learning Awards.

3. Draft 2019/20 budget and 3 year forecasts

The Board discussed the draft budget for 2019/20 and the draft financial forecasts to 2022/23. The draft budget had been updated to address the feedback received at the Board meeting of 25 June 2019.

The Board noted that the draft budget and three year forecasts are balanced.

The Board noted that the 5% management charge is in-line with other similar multi-academy trusts.

The Board noted the proposed investment in staffing in the budget, including adding middle leadership capacity. The Board noted that the proposed

staffing structures align with the action plan following the Ofsted inspection of the UTC. The Board noted that a 2% cost of living pay award had been included in the budget, which was in-line with sector forecasts.

The Board discussed the proposed capital expenditure plan. The asset management plan had recently been updated. The Board noted that no major engineering equipment needs replacing in the next five years. The biggest capital expenditure item will be the replacement of PCs at the Academy over the next three years.

The Board approved the draft 2019/20 budget as set out in the meeting papers, subject to adjustment when final student numbers were known in October 2019.

4. Any other business

The Board noted that Safia Barikzai, LSBU Associate Professor of Engineering and local governor of the Academy had recently won a European Award.

The Board noted that this was Douglas Denham St Pinnock's final Board meeting. The Board thanked Mr Pinnock for his contributions to the Board and the two schools.

**Date of next meeting
4.00 pm, on Tuesday, 17 September 2019**

Confirmed as a true record

..... (Chair)

SOUTH BANK ACADEMIES BOARD - TUESDAY, 25 JUNE 2019
ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
4.	Matters arising	The Board requested the policy schedule to its meeting in September 2019. The Board requested that the SBA 5-year staff investment plan be brought to a future meeting.	17 September 2019	Dan Cundy Nicole Louis	on agenda To do
9.	SBA development pipeline update	The Board requested an update on the SBA development pipeline at its meeting on 17 September 2019	17 September 2019	Dan Cundy	on agenda
10.	Workforce priorities	The Board requested the Trust HR Manager to present workforce priorities plan at its meeting on 17 September 2019	17 September 2019	Jacqui Collins	linked to action under item 4
11.	Budget 2019/20	The Board noted that the LSBU Group Executive would discuss the revised 2019/20 budget before submission to the SBA Board for approval in July 2019.		Clym Cunningham	completed

This page is intentionally left blank

	CONFIDENTIAL - RESTRICTED TO MEETING PARTICIPANTS
Paper title:	SBA CEO Appointment
Board/Committee:	South Bank Academies Board meeting
Date of meeting:	17 September 2019
Author(s):	David Phoenix, LSBU VC and CEO
Sponsor(s):	Hitesh Tailor, Chair of the SBA
Purpose:	For Approval
Recommendation:	The Board is requested to approve

Executive Summary

Since March 2018 Nicole Louis, Chief Customer Officer has held the position of SBA CEO. It is now proposed that responsibility transfers to Fiona Morey, Executive Principal Lambeth College and PVC Compulsory and Further Education. The reasons for this proposal are:

- To support greater academic alignment between our FE College and our Academies where a number of synergies and areas of shared interest already exist including; local catchment; focus on under 18's, real estate, areas of technical specialism, key external feeder schools, apprenticeship provision and the Widening Participation agenda. A single executive lead for non-HE provision will ensure that the strategies for both institutions are developed in a way that maximises academic and operational synergies, whilst helping to improve pathways for students and for staff.
- The change creates a consolidation of executives overseeing academic delivery across the group into two key posts. For the college and for SBA, this will provide greater clarity in terms of lines of communication and engagement with external partners, where the development opportunity might be equally relevant for both the college and the academies.

The Board is required to approve the appointment of the CEO under article 107, which states that:

“The Trustees shall appoint the Chief Executive Officer”.

The Chief Executive Officer is accountable to the Board.

In addition, under the Academies Financial Handbook, the Board is required to appoint an Accounting Officer who should be the CEO. The Accounting Officer role includes specific responsibilities for financial matters. This includes a personal responsibility to Parliament, and to ESFA’s accounting officer, for the trust’s financial resources.

The appointment of an accounting officer does not remove the trustees’ responsibility for the proper conduct and financial operation of the trust.

It is proposed that Nicole Louis remains director and trustee of the SBA Board. Fiona Morey was appointed as a director and trustee on 14 March, 2019.

Recommendation

The Board is requested to approve:

- the appointment of Fiona Morey as CEO of SBA; and
- the appointment of Fiona Morey as Accounting Officer of SBA.

Agenda Item 8

	CONFIDENTIAL
Paper title:	CEO Report
Board/Committee:	SBA Board
Date of meeting:	17 September 2019
Author(s):	Nicole Louis Chief Executive Officer
Sponsor(s):	Nicole Louis Chief Executive Officer
Purpose:	To Note
Recommendation:	To review CEO update since previous SBA Board meeting

Executive Summary

The areas covered in this report are as follows for the UAE and the UTC:

- Exam results
- Student destinations
- Student numbers
- Outcome of Exam Malpractice
- Full Year Financial Forecast
- People and Organisation
- Risk Management
- DfE

1. Exam Results

Post-16

The overall summary is a positive one. BTEC results at level 3 were very strong at both the UTC and UAE, and represent the majority of student entries. A level results at both schools improved in relation to 2018, with average grades up, pass rates up and the number of U grades markedly down. Despite this progress, three clearly remains more work to do in improving final outcomes for A Level students and this will remain a key area of focus for both school Principals. Progress data from starting points will be presented once available.

GCSE

UAE posted its first ever GCSE results.

Attainment 8 42.1 points

English and maths pass (grade 4+) 59%, strong pass (grade 5+) 32%

Attainment 8 figures are below the Southwark average but in line with a number of Southwark schools with a similar intake (2018 data). Core subjects performed well, while many foundation students did less well than expected.

Progress 8 is not yet published but internal analysis suggests a figure of -0.49. This is low compared to the national average (of 0.0) and below the Southwark average although in line with two similar schools. UAE had a larger cohort of boys, pupil premium and SEN students in the year group; if all schools nationally shared these characteristics they would have achieved a P8 score of -0.3. P8 has increased markedly for this cohort, from -1.38 (July 2018) to -1.08 (January 2019) to -0.93 (March 2019), showing the impact of intervention and resource.

The UTC posted its second set of results

Attainment 8 34.6 points

English and maths pass (4+) 44%, strong pass (5+) 24%

Attainment 8 was low and below the 2018 figure, although the 2019 cohort was weaker and more complex. Performance by subject was variable, with English and technical subjects strong; maths and science below expectations and computer science very poor.

The 'Durand effect' is outlined in the main report but is significant in contextualising the UTC outcomes, with former Durand students performing very poorly. English and maths 5+ grades are also low, although marginally above the two closest Lambeth schools (2018 data).

Progress 8 is not a meaningful measure for the UTC. Instead, progress from starting points data is being analysed; overall in relation to national data the UTC score is -0.16 (1/16 of a grade below average) but variable: +1.11 in English, -0.44 in maths. A comparison of progress of Durand and other students is to be published shortly.

2. Student Destinations

	Total No Students	No in University Destination	No in Apprenticeship Destination	No in Employment Destination	No in Other
UTC	43	15	8	11	9
UAE	27	19	5	0	3

For the UAE those that are in the category 'other' are going into a gap year or other destination. One student is starting a career as a professional cyclist. Those that have other destinations from the UTC are split between further education (i.e. specialist electrical NVQ courses), NFL Academy, and some students are going on gap year.

6 of SBA's graduating students have accepted offers at LSBU. This information is subject to change as students secure university places through clearing or source apprenticeships. UAE University destinations include Exeter, Kingston, Greenwich and Birkbeck, with 11 students reading engineering and 6 a business-related degree.

UTC University destinations include Queen Mary, Coventry, Nottingham and Southampton. 11 students are reading engineering or a related discipline.

3. Student Numbers

These numbers are as of 6 September 2019

	Number of Students in each Year Group							
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total
UAE	136	146	136	141	139	44	20	762
UTC	N/A	N/A	N/A	23	40	93	62	218

These student numbers are due to continue to fluctuate throughout the first term of the academic year. Currently there is a shortfall of -26 students across both schools and we are anticipating that these numbers will change ahead of the October census, after which point, the budgets will be re-worked and finalised for both schools. UAE Year 7 and 12 numbers are marginally below forecasts of 145 and 50 respectively. UTC Year 10 numbers are well below forecast of 40, while Year 12 numbers are above forecast of 85.

4. Outcome of Exam Malpractice

UAE. In GCSE drama, the exam board, AQA, applied a procedure generating a projected mark based on components other than the examination. One of these components, an externally moderated performance, received very low marks, dragging grades downwards. This is being investigated. No student was penalised from the affected examination.

UTC. A late communication from Pearson highlighted potential malpractice in a BTEC engineering unit. The UTC sent a response which was accepted and the case designated No Further Action. The marks were reviewed for this unit and for five students marks were increased.

5. Full Year Financial Forecast

The July 19 Forecast position of Outturn 2018/19 for the Trust is:

A £445.9k Forecast Surplus before Depreciation against £414.0k Budget leading to a favourable variance of £31.9k. Mainly this is a result of increased income and reduced expenditure across the two

schools. However £-81.7k adverse variance on depreciation of owned assets leads to £-49.7k adverse variance on "Budgeted Surplus position after Depreciation" largely a result of the Capital works carried out at the UAE.

6. People & Organisation

A number of personal change have taken place across the two schools as well as the appointment of several new teaching and support staff. At the UTC, Austin Shepherd has been appointed as Interim Principal at the UTC following an internal selection process. Om Parkash has been appointed as the permanent School Finance Manager delivering centralised support for school financial processing. Approximately 12 new teachers and support staff have been appointed across the two schools to support growth and school improvement. All staff appointments are in line with expenditure presented in the 2019/20 budget.

The Trust Business Manager Clym Cunnington has resigned and will leave SBA on the 31st October. Recruitment to replace Mr. Cunnington is underway with interviews scheduled for the 18th September.

The LSBU Group is moving to a new approach for staff induction and all newly appointed SBA staff will participate in a group induction session, alongside colleagues from the University and Lambeth College. The first of these sessions is anticipated to take place in October. SBA will also plan for SMT leaders in both schools to take part in these sessions to help to build greater alignment with the Group.

SBA Staff recently participated in the LSBU Group Staff Survey which looks at engagement and approval across a number of areas. The survey received 66 responses which represents 55% of employees. Broadly, overall engagement is good and in line with survey norms (66%). The strongest responses were linked to engagement with the school, diversity and inclusion within the workplace, clarity of goals and objectives, line management and teamwork. Whilst respondents felt positively about the association with the LSBU Group, there is a need to provide greater clarity on the wider group agenda and on how SBA fits in to this, plus for more visible co-operation and engagement between institutions within the Group.

7. Risk Management

Following the findings of the internal audit on Risk Management and VFM conducted by PWC, management is looking to address a small number of findings relating to risk management and control. The areas identified are not required by the Academies Financial Handbook or the ESFA Guidelines but relate to good practice as defined by PWC. In summary, these include; i) development of risk strategy / risk strategic plan, ii) development of a risk appetite statement, iii) alignment of local risk registers with specific school plans, naming of accountable individuals on risk registers (not roles). Our plan is to address these recommendations working in partnership with LSBU's Director responsible for risk management and we expect to bring forward a risk statement / strategy for the next Board meeting, along with revised risk registers.

8. DfE

The DfE have written to the Trust requesting sight of the internal action plan to address the various points of financial governance which were identified in the management letter accompanying the 2017/2018 financial statements. The list of actions has been worked on by the Trust's financial team (Clym Cunnington and Om Parkash) and progress against the action plan is overseen by Natalie Ferrer, Group Financial Controller. A copy of the updated action plan is attached. A response will be made to the DfE within their requested timescale, 27th September.



Education & Skills Funding Agency

30 August 2019

**South Bank Academies
103 Borough Road
London
SE1 0AA**

Sent via email – louisn@lsbu.ac.uk

Dear Ms Nicole Louis,

Review of 2017/2018 Financial Statements

The Education and Skills Funding Agency (ESFA) has undertaken a review of South Bank Academies trust's 2017/18 financial statements in order to verify compliance with the regulations issued by the ESFA. Trusts are required to ensure accounts are in accordance with legislation, the terms of the trust's funding agreement and the Academies Financial Handbook (AFH).

The review has highlighted the following issues that we wish to report to you to ensure you take the appropriate action.

The auditor has noted serious concerns in the management letter regarding governance issues within place at the trust.

- It was noted that opening reserves did not reconcile to the opening trial balance by £608k.
- On review of the assets funded via the UTC ESFA capital grant it was noted that £83,000 worth of these assets had been capitalised within the University Academy of Engineering (UAE) fixed asset register.
- The trust does not track its capital funding expenditure against the grants that are received. During the audit it was noted there were discrepancies between the UTC ESFA capital grant and the Local Authority schedule 21 funding.
- Auditors were not able to see an up to date bank mandate on site and one had to be reordered from the bank. This shows that documents might not be filed and stored correctly.
- Salary advances are not reconciled and not indicative of outstanding balances.
- The University Academy of Engineering trade creditors listing could not be reconciled to the year-end trial balance by £59k.
- Students working for the academy trust are not issued contracts of employment although they are included on the monthly payroll.

- The bank reconciliations included reconciling items that could not be validated.
- Ledgers have not been updated and maintained during the year. Invoices have been posted in the incorrect period due to lack of timely posting of invoices on receipt.
- As a result of a fixed asset register not previously being maintained, the straight-line depreciation is being calculated on costs brought forward. There is no full record of assets held or their associated net book values.

The management letter also identified the following prior year issues which at the time of the audit were still unresolved;

- Depreciation of fixed assets - As a result of a fixed asset register not previously being maintained, the straight-line depreciation is being calculated on costs brought forward.
- LGPS pensions - it was noted that auditors could not be provided with an LGPS actuarial report which incorporated the liability associated with staff members employed in the MAT.
- Local Authority Income - auditors could not be provided with details on local authority income received for the Summer Term for each school.
- Roles and responsibilities - It was noted that there is a lack of clarity over individuals' roles and responsibilities within the finance team particularly in respect of the accounting system.
- Cash management - Bank reconciliations were not performed during the year
- Accounting system, those in charge of the finance function are not fully conversant in PS Financials and inadequate training was provided.
- Management information - It is clear from the information viewed by the auditors, that full management information has not been prepared and reviewed on a regular basis during the year.
- Control accounts - Control accounts are not being utilised properly, reviewed nor reconciled, such as net wages, PAYE/NI, pensions, trade debtors, trade creditors.
- Land and Buildings - As at 8 January 2018 a 125-year lease for the land and buildings of UAE was made available to the external auditors. This was dated in August 2016, this represents a material prior year adjustment to recognise the long leasehold property controlled by the Trust, and this information should have been made available during the prior year.
- Unidentified provisions - There is an unsupported general provision for energy costs of £111,000, and unidentified accruals of £42,325. Total energy costs recognised within expenditure for the year only amount to £58,000
- Accruals based reporting - The accounting records were being maintained on a cash accounting basis instead of an accruals and prepayments basis. A number of adjustments had to be processed to recognise the appropriate accruals, creditors and accrued income.

- VAT receivable - Throughout the account period, the auditors noted that only 2 VAT 126 returns have been processed and submitted.
- The financial statements do not include the correct salary disclosure of the Chief Executive Officer (CEO) and Accounting Officer (AO). The financial statements confirm that there are no staff trustees, however, both CEO and AO Rao Bhamidimarri and Nicole Louis were confirmed as trustees.

As there were a number of serious control weaknesses reported in the management letter, the academy trust must establish a control framework that recognises public expectation about governance, standards and transparency.

Please could you provide the ESFA with an action plan to demonstrate that the trust is taking responsibility to the address concerns and will prepare the financial statements for the period ending 31 August 2019 in accordance with the updated Academies Accounts Direction. If the ESFA has concerns about financial management and governance in an academy trust, it may choose to issue a Financial Notice to Improve (FNtI).

Please could you provide a response by 27 September 2019 to James Bower. They will also be able to deal with any questions you should have on this matter.

Yours sincerely



Maureen Boston

Deputy Director, National Programmes and Projects Division

Education and Skills Funding Agency

This page is intentionally left blank

Actions arising from 2017/18 Audit by Kingston Smith

	Recommendation	RISK	Progress as of Sept 2019
1	<p>Reconciliation of reserves Adjustments should not be posted to reserves. Where reserves transfers are required these should purely be reallocations between reserve balances</p>	HIGH	Correct accounting treatment is now in place
2	<p>Use of Capital Grant Funding Where funding has been granted, it should be spent in line with the stipulated terms of the agreement unless prior approval has been received from the ESFA. Where prior approval has been granted we recommend that evidence of this is kept and is readily available should it be required.</p>	HIGH	The Trust has received verbal confirmation in respect to use of assets shared by both schools and are seeking written confirmation.
3	<p>Monitoring of Capital Grants We recommend that procedures are implemented to continuously monitor capital grant spend. The accounting system should be set up and used to ensure capital funding and the associated expenditure can be tracked. In addition, this will help identify any spend incurred for which income has not yet been received and therefore additional funding to be accrued at the year end.</p>	High	The correct accounting treatment has now been applied to grant funded capital expenditure and this is separated out in the management accounts. At year end income expected but not yet received will be correctly accounted for.
4	<p>Other Creditors (Including Salary Advances and Payroll Control) A review should be conducted in regards to 'Other Creditors' and any amounts that are unable to be reconciled to relevant documentation should be written off. It is also recommended that a list of all salary advances including season ticket loans is prepared and reconciled against payroll deductions on a monthly basis</p>		Salary and payroll control accounts are now reconciled monthly and balances either agreed to payroll records or differences investigated.
5	<p>Bank Mandate It is recommended that all important and confidential documents are filed correctly so that they can easily be retrieved. It is also recommended for the bank mandate to be kept up to date to minimise the risk of fraud.</p>	High	Records held at the bank do not agree to the list of authorised signatories agreed by the board. Forms have been sent to Lloyds in order that they can update the bank mandate. Records are now filed in a way that they can be retrieved easily.

Actions arising from 2017/18 Audit by Kingston Smith

	Recommendation	RISK	Progress as of Sept 2019
6	<p>Trade Creditor Reconciliations Trade creditors aged listing should be reconciled to the purchase ledger control account on a monthly basis and any differences investigated. The ledgers should be reviewed for unusual balances which differ from expectation. By making full use of control accounts, e.g. trade creditor control account, it will help prevent duplicate payments. Reconciling the trade creditor control account on a monthly basis will help identify those balances which are still outstanding and those which are now cleared. Whilst this will not eradicate instances of duplicated payments being made this is one of the ways to help mitigate the risk.</p>	High	The purchase ledger control account is now reconciled to the aged creditors monthly.
7	<p>Payroll Documentation It is recommended that employment contracts are drafted for all student employees.</p>	HIGH	The Trust has decided not to issue contracts to casual employees
8	<p>Bank reconciliation Bank reconciliations should be performed each month to ensure errors are easy to detect and can be rectified immediately. Bank reconciliations along with documentation of reconciling items allow for more efficient management; knowing what has cleared the bank and what hasn't will be beneficial in trade creditor and payable reconciliations.</p>	HIGH	The bank accounts are now reconciled monthly and differences investigated and corrected.
9	<p>Posting of transactions We recommend that all invoices are posted to the system as soon as they are received. Monthly reconciliations of all control accounts and income should be performed. Invoices should be processed and reviewed upon arrival to ensure the correct accounting treatments have been applied. Where a prepayment has been identified and adjusted for, we would expect that the reversal of the prepayment should be processed back against the original nominal account that was adjusted.</p>	HIGH	<p>Income per the ledger is reconciled to funding letters and remittance advice monthly.</p> <p>Accruals and prepayments will be correctly applied at year end.</p>

Actions arising from 2017/18 Audit by Kingston Smith

	Recommendation	RISK	Progress as of Sept 2019
10	Depreciation of fixed assets We recommend that a full fixed asset register is maintained which shows the depreciation charges on a monthly basis by asset. This will enable depreciation to be calculated from the date of acquisition to the date of disposal and will allow for tracking of assets.	HIGH	A fixed asset register has been maintained throughout the year and includes calculations of depreciation.
11	LGPS pensions We recommend that the Trust reviews the documentation received by the actuaries to resolves any issues directly. The actuarial reports should be reviewed in detail to ensure the information contained within them is consistent with the Trusts expectation and underlying records.	MEDIUM	At year end actuarial reports will be reviewed and reconciled to accounting and HR records
12	Local Authority income The Trust should reconcile income against both remittances and expectation noted any amounts which may be misallocated or not yet received but due.	MEDIUM	Income per the ledger is reconciled to funding letters and remittance advice monthly.
13	Building occupied by UTC We recommend that the lease and associated official documentation in place such as land registry are updated to correctly reflect the status of the arrangements between UTC and The Secretary of State.	MEDIUM	
14	Accruals There should be a consideration of implementing a threshold value of which it should then be compulsory to raise an accrual. Whilst it is good practice to account for all accruals required, we would recommend that controls are put in place to ensure all larger amounts are accounted for first.	LOW	Progress: accruals that are material to the management accounts are accrued during the year. Further accruals will be processed at year end.

Outstand actions from 2016/17 Audit.

RISK	RECOMMENDATION	FOLLOW UP
HIGH	A full set of management information should be made available and reviewed at least on a termly basis.	prepare schedule showing when management accounts were published and to who during 2018/19
HIGH	We recommend that proper controls are put in place around supplier invoices which would allow clear monitoring of transactions.	Updated procedures and staff roles concerning payment of suppliers has been updated and these new procedures have been shown to be effective in reducing the risk of incorrect payments to suppliers.
MEDIUM	It is recommended that a formal fixed asset register is maintained with capital transactions and depreciation being posted on a regular basis (at least termly), when the management accounts are prepared. This will ensure that the true position of the Academy is reflected at all times.	A fixed asset register is now maintained.
MEDIUM	We recommend that the Trust reviews the documentation received by the actuaries regarding LGPS and reconciles contributions paid to internal records, with discrepancies investigated and resolved directly.	FRS102 pension reports will be reviewed by the Trust and its auditors as part of the year end process.

This page is intentionally left blank

Agenda Item 9

	CONFIDENTIAL
Paper title:	Education update
Board/Committee:	South Bank Academies Board
Date of meeting:	17 September 2019
Author:	Dan Cundy, SBA Executive Principal
Purpose:	To Discuss
Recommendation:	The Board is requested to discuss the Education update.

Executive Summary

The Board is requested to discuss the Education update.

The areas covered in this report are as follows for the UAE and the UTC:

- Academic outcomes and destinations 2018/19
- Safeguarding reports

This page is intentionally left blank

Education Update

2019 examination results

Post-16 summary.

A level and BTEC level 3 results were published and released to students in both schools in mid-August. The overall summary is a positive one, albeit with further improvement required. At both the UTC and UAE, BTEC results were very strong and represent the majority of student entries. A level results were considerably improved in relation to 2018, with average grades and overall pass rates up. Cohort size of almost all A level courses was small, making statistical inferences problematic. Attainment was low at UAE with no grades above a D. Once national data is published in the coming couple of months, we will then be able to analyse the progress and value add of our students against their peers nationally.

UTC.

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.

UAE South Bank

Technical qualifications

Outcomes were very positive. There are two BTEC Diploma/Extended Diploma subjects at UAE, engineering and business studies. Bar one U grade all students at least achieved DM or DMM, thereby achieving at least one A grade equivalent at A level, which is very positive indeed, particularly as these outcomes are all achieved in the new, tougher RQF framework. Based on last year's results, the engineering and business point score would represent the strongest performance in Southwark, and well above the national average.

1. Engineering

Extended Diploma (3) RQF	U	PPP	MPP	MMP	MMM	DMM	DDM	DDD	D*DD	No.
	9%	0	0	0	0	9%	46%	18%	18%	11

2. Business Studies

Extended Diploma (3) RQF	U	PPP	MPP	MMP	MMM	DMM	DDM	DDD	D*DD	No.
	0	0	0	0	0	0%	20%	30%	50%	10

Business Diploma (2)	DM									No.
	100%									1

A levels.

Overall stronger than 2018 outcomes. All courses bar biology and physics achieved a 100% Pass (A*-E) rate. Cohort sizes were very small with only five students studying three A levels; grades are clustered towards the lower end with the vast majority of grades at D-E, well below national average. Progress and value add information will be published as soon as possible but it is clear that work to secure increased attainment is required.

Subject	U	E	D	C	B	A	A*	No.	% A - C	% A - E
Biology	33%	33%	33%					3	0	66.6
Chemistry		66%	33%					3	0	100
Economics		100%						2	0	100
Maths		75%	25%					4	0	100
Physics	25%	25%	25%	25%				4	25	75
Product Design			100%					1	0	100

GCSE

UTC

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.

UAE South Bank

UAE has published its first set of GCSE results, with their very first cohort of Year 11. The results below are not final, as there are a raft of results very close to grade boundaries, so re-marks have been requested. Progress data is also not finalised yet, and will be published as soon as possible. We will also conduct analysis by group to ascertain for example how well disadvantaged students compared to their peers.

Attainment 8 42.1 points
 English and maths 4+ 59%, 5+ 32%

Principal's commentary: 'Although it is too early to tell how our results at GCSE compare with schools nationally we are slightly disappointed with them overall. Whilst the core subjects of English, Maths and Science did as well as we expected, and as our internal data predicted, many of the other foundation subjects were not as good. We are particularly surprised with the results for History and Geography which we anticipated being higher, however the results in BTEC Engineering were very good. Some of our students did exceptionally well. We gained 23 grade 9's, Stephanie, Gabriel and Adam gained 3 each and Kevin gained 4. But the student who deserves the most plaudits is Zhao. The progress he has made since he started with us in year 7 is truly remarkable.'

Attainment 8. The score of 42.1 is below last year's national average of 46.5 and below the Southwark average of 50.2. This score puts UAE in line with a number other local schools with a similar intake based on 2018 data: Harris Academy Peckham, Ark All Saints, Ark Walworth, Compass School.

Proportion of students gaining a grade 5 in English and Maths. The UAE score of 32% is below the Southwark average last year of 48.3% and England state schools average of 40.2%. This score puts UAE in a group of local comprehensive schools with similar intakes: Notre Dame RC Girls, 33%. Harris Academy Peckham, 29%. Ark Walworth, 27%. Ark All Saints, 26%. Compass School, 17%.

Progress 8 score. Although it is not possible to know what the actual progress 8 score for the school will be until November we are currently estimating that the school progress 8 will be **-0.49**. This is low compared to schools nationally (the national average score is 0.00) and to schools in Southwark. The two comprehensive schools that gained the lowest progress 8 scores in Southwark last year were Compass school -0.53 and Ark Walworth -0.44. To put this into context, UAE had a significantly higher than average number of students in year 11 that are boys (68%), SEN (26%) and Pupil premium (53%). These students generally perform worse than other students nationally. Boys national average progress 8 is -0.24. SEN students national average progress 8 is -0.59. Pupil premium students national average progress 8 is -0.16. A school with UAE's student composition would likely achieve a score of -0.3 based on past data.

The direction of travel of the 2019 cohort since the start of Key Stage 4 is instructive:

	January of year 10	July of year 10	January of year 11	March of year 11	Actual GCSE grades
Last year's Y11	5+EM = 8% A8 = 31.9 P8 = -1.42	5+EM = 11% A8 = 32.3 P8 = -1.38	5+EM = 25% A8 = 36.2 P8 = -1.08	5+EM = 30% A8 = 38.0 P8 = -0.93	5+EM = 32% A8 = 42.2 P8 = -0.49

This shows that students progressed from a Progress 8 score of -1.38 in July 2018 through to -0.49, partly indicating the impact of interventions including tutoring.

Further analysis will be published as soon as possible indicating the comparative performance of boys, girls, SEND students and those eligible for Pupil Premium.

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 Principals. 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

UAE South Bank

26 of the 27 students in year 13 applied for university and all were successful in obtaining University places. Boma did so well in her BTEC that she qualified for a £3500 annual bursary for her Business course at Leicester University. Other courses being followed by our students include Aerospace Engineering at Wolverhampton, Civil Engineering at Portsmouth and Criminology at Kent. Two students will be studying at LSBU.

Four students turned down the places as they had secured apprenticeships, two chose to go into employment for personal and family reasons and one student has decided to take a gap year and apply for apprenticeships during this time (we will be supporting her with this). Two of the apprenticeships are in Civil engineering (both studying for their degrees at LSBU), one in Marketing and one in Accountancy. Marlon's apprenticeship with Keltbray has resulted in a starting salary of £26,000. The one student who did not apply to university, Santiago, has been successful in obtaining a professional cycling contract with a Spanish road racing team and is on the verge of breaking into the Columbian National track cycling team.

UTC

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.



Safeguarding update

University Academy of Engineering South Bank

No. of cases at level 1: Universal	11
Change since previous report (June 2019)	0
Commentary	

No. of cases at level 2: Child in need of early help	7
Change since previous report (June 2019)	0
Commentary	

No. of cases at level 3: Child in need of targeted or specialist support	6
Change since previous report (June 2019)	0
Commentary	

Number of cases at level 4: Child at risk of significant harm	9
Change since previous report (June 2019)	-1
Commentary This number actually represents 8 families; three siblings in the school are at level 4.	

Work with external agencies: we continue to work closely with the police service and at the end of last module we introduced two mentoring services- Mentivity, and XLP to provide bespoke mentoring to support groups of students in all year groups. Mentivity will resume their support on Friday 13th Sept 2019 until the end of module 1.

Significant safeguarding issues in school since last report:

1. Over the summer holiday we received a report from Southwark social care stating that one of our students is currently in emergency foster care and social care are carrying out an initial assessment we are waiting the outcome of this assessment.

Education and Health Care Plans: We have 4 students in year 7 who have started with EHCPs and the SEND team are currently working closely with those students.

This page is intentionally left blank



Safeguarding update

South Bank Engineering UTC

Summary: New DSL started on September 1st. All staff were trained on KCSE 2019 in August. Training updates will continue through the year. Students' confidence & skillset in dealing with potential safeguarding issues will be the focus this year.

No. of cases at level 1: Universal	3
Change since previous report (May 2019)	-9
Commentary – students leave UTC	

No. of cases at level 2: Child in need of early help	0
Change since previous report	0
Commentary	

No. of cases at level 3: Child in need of targeted or specialist support	0
Change since previous report	-1
Commentary – student left the UTC	

Number of cases at level 4: Child at risk of significant harm	0
Change since previous report	-2
Commentary – students left the UTC	

Work with external agencies:
No referrals made as yet
Meeting held with Schools Police officer to establish focus and working relationship

Significant safeguarding issues in school since last report: none

Education and Health Care Plans. Update since last report: none

This page is intentionally left blank

	CONFIDENTIAL
Paper title:	Management Accounts – July 2019
Board/Committee:	South Bank Academies Board
Date of meeting:	17 September 2019
Author(s):	Clym Cunnington Trust Business Manager
Sponsor(s):	Nicole Louis, CEO of the South Bank Academies
Purpose:	To Review
Recommendation:	To review the Management Accounts for July 2019

Executive Summary

This report presents Management Accounts for July 2019, and provides a financial overview up until this time with the forecast to the Year End.

The format is slightly different to previous reports but contains the same information with depreciation split out in line with recent conversations with the Financial Controller.

This page is intentionally left blank

2018/19 July 19 Forecast of Outturn Position

Consolidated Position

	MAT			UTC			UAE			Consolidated		
	Budget £	Forecast £	Variance £	Budget £	Forecast £	Variance £	Budget £	Forecast £	Variance £	Budget £	Forecast £	Variance £
Budgeted Surplus/(Deficit) before Depreciation	749	27,821	27,072	141,036	67,438	(73,598)	272,218	350,719	78,501	414,003	445,978	31,975
Depreciation of own assets	0	(2,166)	(2,166)	(47,000)	(4,233)	42,767	(55,000)	(177,322)	(122,322)	(102,000)	(183,721)	(81,721)
Surplus/(Deficit) after Depn of own Assets	749	25,655	24,906	94,036	63,205	(30,831)	217,218	173,397	(43,821)	312,003	262,257	(49,746)
Capital Grant Income					97,934	97,934				0	97,934	97,934
Deprecation on Capital Funded Assets					(279,205)	(279,205)				0	(279,205)	(279,205)
Surplus/(Deficit) after Depn of Capital Funded Assets	749	25,655	24,906	94,036	(118,066)	(212,102)	217,218	173,397	(43,821)	312,003	80,986	(231,017)

The July 19 Forecast position of Outturn 2018/19 for the Trust is;

A £445.9k Forecast Surplus before Depreciation against £414.0k Budget leading to a favourable variance of £31.9k. Mainly this is a result of increased income and reduced expenditure across the two schools. However £-81.7k adverse variance on depreciation of owned assets leads to £-49.7k adverse variance on "Budgeted Surplus position after Depreciation" largely a result of the Capital works carried out at the UAE.

This page is intentionally left blank

MAT: July 19 Forecast of Outturn Position

	Jun19 Total		Jul19 YTD	F/cast	Total	Variance:		Variance: Jul19
	Budget	Actual+ F/cast	Actual	Aug19	Actual + F/cast	Total Fcast Less Budget	Comments:	Fcast Less Jun19 Fcast
	£	£	£	£	£	£		Comments:
Income								
Government Income	0	0			0	0		0
Other Income	354,349	354,554	325,470	29,537	355,007	658	Head office Recahrge income	452 Aged Creditors w/off
Total Income	354,349	354,554	325,470	29,537	355,007	658	Mainly Head office Recharge: Likely to increase in Aug19.	452
Expenditure								
Management Charge	0	3,315	3,215	0	3,215	(3,215)	£ 3215 YTD Actual is made up of: £90+600= £690 for Phillipaa Ollerhead Day session & Travel. £2625 2 DAY SCR/HR Audit. £100 for Aged Creditors w/off	100 Aged Creditors woff 0
Teachers	0	0			0	0		0
Teaching Assistants	0	0			0	0		0
Technicians	0	0			0	0		0
Premises Staff	0	0			0	0		0
Exam Invigilators	0	0			0	0		0
Music Staff	0	0			0	0		0
Finance and Admin	231,300	164,542	149,207	15,336	164,543	66,757	Underspend offset by £19k overspend on Agency	(1)
Agency Supply Cover	13,000	38,210	30,482	1,220	31,702	(18,702)	Accountancy Services: covers M Okelola & O Parkash	Fav: Due to Reduced accrual for Om as 4 days are recharged to 6,508 UTC & UAE
Staffing	244,300	202,752	179,689	16,556	196,245	48,055		6,507
Staff Wellbeing	14,500	9,170	9,186	50	9,236	5,264	Jul19 act £9186 ytd covers: £840 Safeguard Training, £198 Gov Training, £2900 MS DATA science , £2900 MSC Hum Resource, £228+281 PSF training. £66 travel costs. £94k ytd actual made up of £25k Clerking Services, £28k Marketing, £35k Audit	(66) £66 travel costs. Largely due to increased marketing activity (£6k marketing video, (21,187) £15k brand dev, £3k marketing consumables)
Professional Services	87,100	73,043	68,763	25,468	94,231	(7,131)	Fees (includes £12k for 17/18), £7k Admin & stationery.	(6,000) £6k catering event (postponed to Sep19)
Catering	0	96	96	6,000	6,096	(6,096)	£6k catering event (postponed to Sep19)	(640)
IT Services	4,000	7,523	7,843	320	8,163	(4,163)	PSF Cloud & HCC	0
Capitation/ Student Activities	1,200	0	0	0	0	1,200		0
Utilities	0	0	0	0	0	0		0
Buildings related	2,500	0	0	10,000	10,000	(7,500)	£10k actual due to Office Equip and Furniture folloing reconfiguration	(10,000) reconfiguration
Other	109,300	89,832	85,888	41,838	127,726	(18,426)		(37,893)
Total Expenditure before Depn	353,600	295,899	268,792	58,394	327,186	26,414		(31,286)
Surplus/(Deficit) Before Depreciation	749	58,655	56,678	(28,857)	27,821	27,072		(30,834)
Depreciation on own assets	0	2,166	1,986	180	2,166	(2,166)	Overspend offset bt underspend in Buildings Related Exp	(1)
Surplus/(Deficit) After Depreciation	749	56,490	54,692	(29,037)	25,655	24,906		(30,835)

This page is intentionally left blank

UTC: July 19 Forecast of Outturn Position

	Jun19 Total		Jul19 YTD	F/cast	F/cast	Total	Variance:		Variance: Jul19
	Budget	Actual+ F/cast					Actual	Jul19	
	£	£	£	£	£	£	£	£	£
Income									
Government Income	1,706,208	1,660,042	1,526,576	0	133,466	1,660,042	(46,166)	£-20k Clawback , £-4k Insurance deduction, £-4k rates relief, £-3k Vat correction.	1
Other Income	206,506	320,785	320,783	0	3	320,786	114,280	£200k transitional fund.	1
Total Income	1,912,714	1,980,827	1,847,359	0	133,469	1,980,828	68,114		1
Expenditure									
Management Charge	77,383	77,382	70,934	0	6,447	77,381	2		1
Teachers	1,066,110	839,915	772,301	0	80,006	852,307	213,803		0
Teaching Assistants	102,523	218,757	206,552	0	16,058	222,610	(120,087)		(12,393) Mainly result of Austin Sheppard joining in July19.
Technicians	31,875	37,017	33,818	0	3,200	37,017	(5,142)		(3,853) Mainly Settlement payment to Sonia Waller
Premises Staff	16,575	2,204	2,204	0	0	2,204	14,371		(0)
Exam Invigilators	3,000	3,000	0	0	3,000	3,000	0		0
Music Staff	0	0	0	0	0	0	0		0
Finance and Admin	123,162	160,164	149,093	0	12,008	161,101	(37,939)		(937)
Agency Supply Cover	25,000	54,456	68,126	0	0	68,126	(43,126)		(13,671) Cover for Sports, Physics, engineering, Reception
Staffing	1,368,245	1,315,512	1,232,094	0	114,272	1,346,366	21,879	Underspend due to delays in recruitment and Agency Staff used to cover substantive roles.	(30,854)
Staff Wellbeing	7,500	10,740	9,240	0	721	9,961	(2,461)		779
Professional Services	72,550	111,186	111,684	0	2,575	114,259	(41,709)	£-25k Adverse in Prof Serv Ed. due to use of Consultants, Ed Psychologist, Yip Yap Tutor Support, School Imp, Exams Support, PE services, speech Tharapy. £-7k adverse in Prof Serv Non Ed. Recharge of Accountancy Services. £-6k subscriptions	(3,073) Mainly £1500 charge card +£602 PO commitments, and £514 Accountancy services
Catering	65,500	71,596	71,131	0	500	71,631	(6,131)	£-5k adverse: Photocopying costs. £6k adverse: Career Delivery Days, plus lunch for staff inset days, extra catering costs.	(35)
IT Services	28,500	46,468	41,188	0	2,930	44,118	(15,618)	£-15k Adverse: £25k o/s Capita Sims licence/Training , offset by £4k saving in Pallant Managed services, plus £8.3k accrual reversal against Cashless Catering, £-24k Adverse : mainly result of £9.7k Scientific Supplies (Aged Creditor Review), £3k PO commitments, £10k o/s in capitation, £5k Exam Invagilators, offset by £5k underspend in Bursary Payments.	2,350 Largely Morgan Computers £4.8k wback from aged creditors, offset with IT costs of £1.9k Increase Mainly due to £9711 Scientific Supplies Aged Creditors review, £ +£2674 PO commitments, plus increase in Exam Invigilators , and Exam fees.
Capitation/ Student Activities	72,500	77,628	96,695	0	0	96,695	(24,195)	£-64k Adverse: Due main to utility (water/gas elec/refuse) charges from Trinity (owner of building) plus £13.5K provision for water from Sep17 to Aug19 (never been charged). £-9k Adverse: Mainly due to Cleaning contract, Deep Cleaning, Fire alarm maint, and Rep & Maint.	(19,067)
Utilities	39,500	100,001	96,280	0	7,697	103,977	(64,477)		(3,976) Invoices from Trinity
Buildings related	40,000	52,015	45,504	0	3,498	49,002	(9,002)		3,014 Favourable due to Aged Creditors Review
Other	326,050	469,634	471,722	0	17,921	489,643	(163,593)		(20,009)
Total Expenditure before Depn	1,771,678	1,862,529	1,774,751	0	138,640	1,913,390	(141,712)		(50,862)
Surplus/(Deficit) Before Depreciation	141,036	118,298	72,609	0	(5,171)	67,438	(73,598)		(50,861)
% of Gov Income	8.3%	13.8%				4.1%			
Depreciation on own assets	47,000	3,937	562	0	3,672	4,233	42,767		(296)
Surplus/(Deficit) After Depreciation	94,036	114,361	72,047	0	(8,842)	63,204	(30,832)		(51,157)
% of Gov Income	5.5%	6.9%				3.8%			
Capital Grant Income	0	97,934	97,934		0	97,934	97,934	Accrued income for Capital claims 9 & 10	0
Depreciation on Grant Funded Assets	0	279,500	239,209		39,995	279,205	(279,205)	Depreciation on capital grant fundede assets not budgeted	295
Surplus/(Deficit) After Depreciation on Capital Funded Assets	94,036	(67,205)	(69,229)	0	(48,838)	(118,067)	(212,103)		(50,862)

This page is intentionally left blank

UAE: Jul 19 Forecast of Outturn Position

	Budget	Jun19 Fcast	Jul19 YTD Actual	Commitments	F/cast Jul19	F/cast Aug19	Total Actual + F/cast	Variance	Comments of forecast against Budget	Increase/ (Decrease)	Comments of Jul19 Forecast against Jun19 Forecast
	£	£	£		£	£	£	£ #		£	
Income											
Government Income	5,554,859	5,667,627	5,209,463		0	458,214	5,667,677	112,818	Favourable due to £44k Rates Relief, £7k y7 catchup, £38k Teachers Pay Grant, £16k FSM	50	Rates Relief accrued income
Other Income	530,667	440,688	445,757		0	0	445,757	(84,910)	Net adverse due mainly to Pupil Premium. £73k income for 18/19 being recognised in 17/18 rather than 18/19, and £49k reversal of 17/18 accrual.	5,069	£2383 charity donation, + £936 SOUTHWARK Youth Games
Total Income	6,085,526	6,108,315	5,655,220	0	0	458,214	6,113,434	27,908		5,119	
Expenditure											
Management Charge	276,966	276,965	253,885	0	0	23,080	276,965	1		(0)	
Teachers	2,489,733	2,335,160	2,117,621	0	0	218,475	2,336,095	153,638		(936)	
Teaching Assistants	586,345	427,186	387,935	0	0	32,968	420,903	165,442		6,283	
Technicians	64,688	35,224	30,536	0	0	4,687	35,223	29,465		1	
Premises Staff	63,535	32,174	30,769	0	0	4,083	34,852	28,683		(2,678)	
Exam Invigilators	0	0	0	0	0	0	0	0		0	
Music Staff	0	0	0	0	0	0	0	0		0	
Finance and Admin	661,641	711,222	651,654	0	0	69,267	720,921	(59,280)		(9,700)	
Agency Supply Cover	170,000	315,336	362,204	0	0	11,000	373,204	(203,204)		(57,868)	
Mid-day Supervisors	0	5,336	0	0	0	0	0	0		5,336	
Staffing	4,035,942	3,861,636	3,580,719	0	0	340,480	3,921,199	114,743	Fav due to delays in recruitment and use of agency staff.	(59,562)	Dalton, Moore, and 6 NQTS, + Additional time., plus summer school.
Staff Wellbeing	73,000	65,142	60,074	0	0	8,310	68,384	4,616	fav due to savings in cpd/courses	(3,241)	
Professional Services	342,656	394,850	397,543	0	0	14,461	412,004	(69,348)	Adv due to: £-45k Subscriptions (e.g. PIXl Membership, parent pay, duke of edin, My Maths), £-10K Advertising, and £-9k Photocopying.	(17,154)	£17k Net o/s due to; £-6k Prof services, £-3k general office supplies, £-7k stationery
Catering	246,782	255,444	228,503	0	0	24,751	253,254	(6,472)	Adverse mainly due to variations in contract + hospitality.	2,190	
IT Services	133,216	124,233	104,590	0	0	16,905	121,495	11,721	Favourable mainly due to capitalisation of assets (removal from revenue accounts). Favourable mainly due to u/s in Trips and Equipment (removed assets and capitalised them).	2,738	
Capitation/ Student Activities	349,200	238,929	234,412	0	0	1,500	235,912	113,288		3,017	
Utilities	68,965	110,336	108,483	0	0	10,871	119,354	(50,389)	adverse mainly due to o/s in Refuse and Elect.	(9,018)	electricity
Buildings related	286,581	338,536	329,368	0	0	24,781	354,149	(67,568)	Adverse mainly due to o/s on cleaning contract (additional cleaning).	(15,613)	£-15k adverse: mainly in maintenance & cleaning.
Other	1,500,400	1,527,470	1,462,972	0	0	101,579	1,564,551	(64,151)		(37,081)	
Total Expenditure before Depn	5,813,308	5,666,071	5,297,576	0	0	465,139	5,762,715	50,593		(96,644)	
Surplus/(Deficit) Before Depreciation	272,218	442,244	357,643	0	0	(6,925)	350,719	78,501		(91,525)	
% of Gov Income	4.9%						6.2%				
Depreciation on own assets	55,000	177,322	137,224		0	40,098	177,322	(122,322)	Depreciation budget was inadequate, plus Capitalisation of £155k assets (from revenue accounts).	0	
Surplus/(Deficit) After Depreciation	217,218	264,922	220,420	0	0	(47,023)	173,397	(43,821)		(91,525)	
% of Gov Income	3.9%						3.1%				
Asset Revaluation Jnl by Auditors		8,436,208	8,436,208		0		8,436,208	(8,436,208)		0	
Revised Surplus/(Deficit) After Depreciation &	217,218	(8,171,286)	(8,215,788)	0	0	(47,023)	(8,262,811)	8,392,387		(91,525)	

This page is intentionally left blank

	CONFIDENTIAL
Paper title:	SBA employee engagement survey feedback
Board/Committee:	South Bank Academies Board
Date of meeting:	17 September 2019
Author:	Dan Cundy, SBA Executive Principal
Purpose:	To note
Recommendation:	The Board is requested to note the SBA employee engagement survey feedback.

Executive Summary

The Board is requested to note the SBA employee engagement survey feedback.

This page is intentionally left blank

LSBU Group Survey 2019

Survey closed 5 July 2019

Filter selection: Level2 Structure: South Bank Academies

Responses: 66

Response rate: 55%

Comparator: Survey Overall

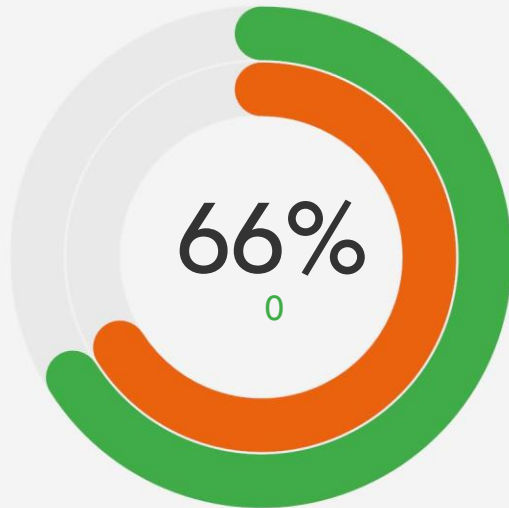


What is our Engagement score?



The Engagement score is 66%, which is in line when compared with the norms for Survey Overall

Page 58



● Your score ● Survey Overall norm

Items comprising the Engagement score

Question	Response favourability	Comparison
I am proud to work for LSBU/the College/the Academy	68% Favourable, 27% Neutral, 5% Unfavourable	-2
I feel a strong sense of belonging to LSBU/the College/the Academy	68% Favourable, 17% Neutral, 15% Unfavourable	+6
I feel committed to LSBU/the College/the Academy's goals	80% Favourable, 14% Neutral, 6% Unfavourable	+7
I would recommend LSBU/the College/the Academy as a great place to work	42% Favourable, 41% Neutral, 17% Unfavourable	-10
Working at LSBU/the College/the Academy makes me want to do the best work I can	71% Favourable, 21% Neutral, 8% Unfavourable	-2

● Favourable ● Neutral ● Unfavourable

Active recommendation low; negative responses very low however. Strong sense of belonging and alignment to mission

What are our Theme scores?

Line management, leadership and working for LSBU group strong; high % negative scores on wellbeing and learning and development

Average scores for questions grouped by a common theme

Themes	Response favourability			Comparison
My Role and Environment	65%	20%	15%	+3
Teamwork	62%	23%	15%	-1
Wellbeing	47%	29%	24%	-5
Learning and Development	45%	25%	29%	+2
Diversity and Inclusion	65%	26%	10%	+2
My Line Manager	72%	14%	13%	+11
Leadership	44%	38%	19%	+5
Engagement	66%	24%	10%	
Working for the LSBU Group	41%	41%	18%	+4
Taking Action	39%	42%	18%	-2

● Favourable ● Neutral ● Unfavourable

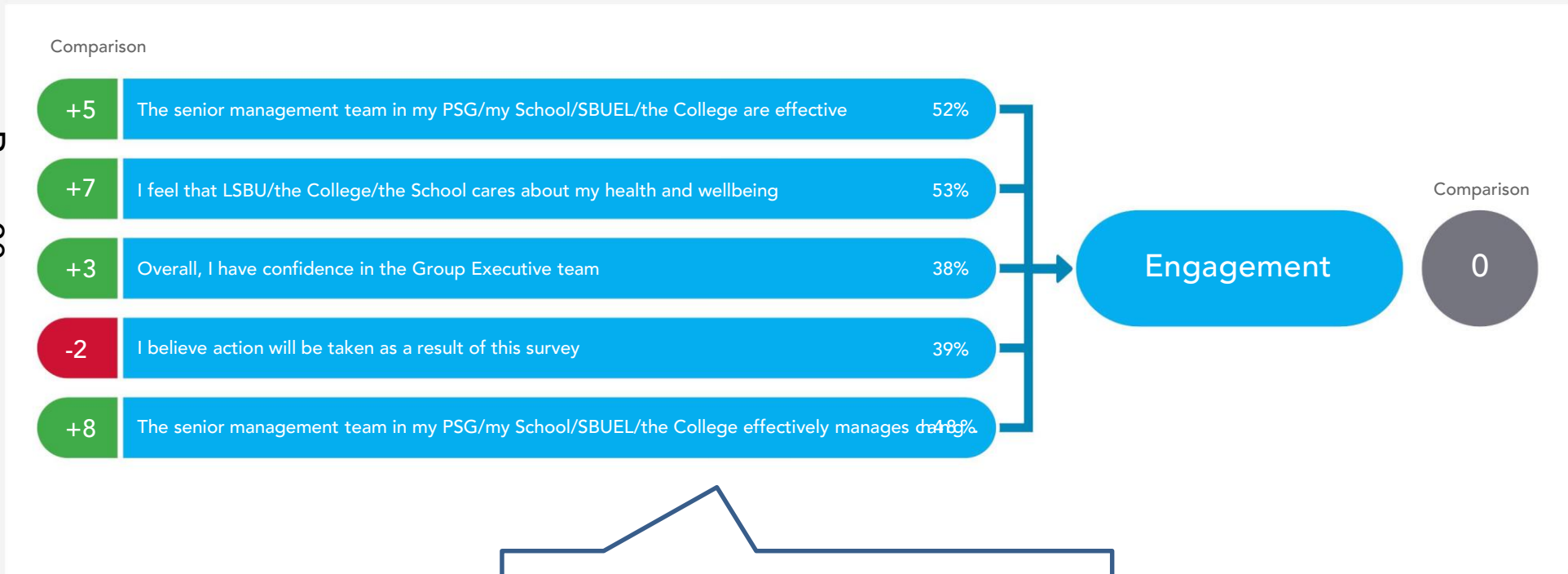
What is driving our Engagement score?



Key drivers

These 5 items have the strongest relationship with Engagement. Improvements in these are likely to have the biggest impact.

Page 60



Need to articulate how action is taken. Note strong belief in senior management and care – misalignment with current wellbeing however.

What are our comparative strengths?



These 5 results are the strongest when compared with the norms for Survey Overall

Impact	Question	Theme	Response favourability	Comparison
	Poor performance is dealt with effectively by my line manager	My Line Manager		
	I feel that being part of the wider LSBU Group will be good for me personally	Working for the LSBU Group		
	I feel that being part of the wider LSBU Group will improve LSBU/the College/the Academy as a place to work	Working for the LSBU Group		
	I receive regular and constructive feedback on my performance	My Line Manager		
	I feel a sense of belonging to the LSBU Group	Working for the LSBU Group		

Comparatively strong sense of 'groupness'; positive responses around line management

What are our comparative weaknesses?



These 5 results are the weakest (or least strong) when compared with the norms for Survey Overall

Impact	Question	Theme	Response favourability	Comparison
	I am able to strike the right balance between my work and home life	Wellbeing		
	I would recommend LSBU/the College/the Academy as a great place to work	Engagement		
	I can see how the goals and objectives of my PSG/my School/SBUEL/the College support those of the LSBU Group	My Role and Environment		
	The LSBU Group strategy is clear to me	Working for the LSBU Group		
	The people I work with co-operate and help each other to get the job done	Teamwork		

Page 62

Work-life balance and linkages to the Group and its strategy comparatively weakest responses

What are our highest scoring questions?



These 5 items are the highest scoring in the survey

Impact	Question	Theme	Response favourability	Comparison
	I feel committed to LSBU/the College/the Academy's goals	Engagement		
🎯	I can be myself at work without worrying about if or how I will be accepted	Diversity and Inclusion		
🎯	My line manager is open to my ideas and suggestions for change	My Line Manager		
🎯	I have a clear understanding of the goals and objectives of my PSG/my School/SBUEL/the College	My Role and Environment		
🎯	I feel my colleagues value my opinions	Diversity and Inclusion		

Page 63

Strong
 Neutral
 Unfavourable

Strong EDI score; strong understanding of academy goals and commitment to them

What are our lowest scoring questions?



These 5 items are the lowest scoring in the survey

Impact	Question	Theme	Response favourability	Comparison
🎯	It is clear to me how other parts of the LSBU Group operate	Working for the LSBU Group		
🎯	The LSBU Group strategy is clear to me	Working for the LSBU Group		
🎯	There is good co-operation between my institution and other parts of the LSBU Group	Working for the LSBU Group		
🎯	I feel a sense of belonging to the LSBU Group	Working for the LSBU Group		
🎯	The Group Executive team are sufficiently engaged in my PSG/my School/SBUEL/the College	Leadership		

Page 64

Unsurprising: understanding of Group structure and strategy

Which demographics affect our Engagement score?



The 2 demographics most impacting Engagement are:

Demographics	Response favourability
Ethnicity	0 100
Marital Status	0 100

Page 65

Snapshot:

Ethnicity - has an overall variation in Engagement of 37 PTs, with the highest scoring item being White - British with 85% and the lowest scoring item being Prefer not to say with 48%.

Marital Status - has an overall variation in Engagement of 32 PTs, with the highest scoring item being Married with 84% and the lowest scoring item being Single with 51%.

From an action planning perspective, consider whether best practice exists in the higher scoring areas that can be shared elsewhere.

What are our people saying?



What is the best thing about working here?

The wordcloud shows the words most frequently used by your people in response to this question, with their font size corresponding to their frequency of use. The 5 words most frequently used are also shown below.

Page 66

Top 5 keywords

students

working

support

staff

academy



What are our people saying?



If within your power, what one thing would you change about working here?

The wordcloud shows the words most frequently used by your people in response to this question, with their font size corresponding to their frequency of use. The 5 words most frequently used are also shown below.

Page 67

Top 5 keywords

staff

students

management

team

create

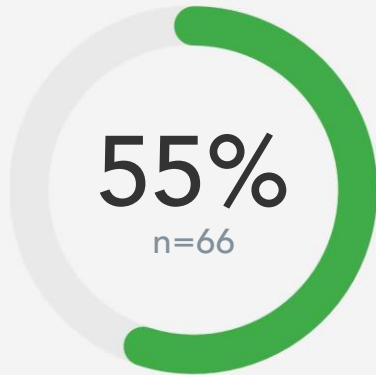


How many people responded?



Response rate

Page 68



● Taking action is key!

66 people have responded to this survey, which is 55% of those invited to respond. 39% of those responding believe that action will take place as a result.

Visible action planning and continuous communication of how you are responding to the survey is vital in order to support and improve Engagement from this point forward.

Do they think anything will happen?

Impact	Question	Theme	Response favourability	Comparison
	I believe action will be taken as a result of this survey	Taking Action		

● Favourable ● Neutral ● Unfavourable

What to do now?



Action planning - things to focus on

- 1. Staff wellbeing and workload.** Actions since survey – new curriculum delivery model at UTC, wellbeing committees in both schools; active social offer. Action to be taken - group rewards package update and launch to staff; further review including of assessment policy, use of emails, review of parents' evenings and teacher loadings.
- 2. Learning and development.** Actions since survey – increased CPD budget for UTC, joint CPD planning. Action to be taken – further exploration of Group resources eg professional development programmes, sports and library membership, Lynda.com (LinkedIn Learning), link to investment plan for staff development.
- 3. Awareness of group structure, goals, value add.** Actions since survey – EP presentation to both schools. Actions to be taken – improved internal comms, increased range of links and partnerships.
- 4. Visibility of action.** Actions to be taken – EP to ensure results of survey and actions are shared; staff voice to feed in issues and progress.

Page 69



We recommend identifying 3-5 action areas



01.

What are we most pleased about?



02.

What are we most concerned about?



03.

What do we care about focusing on?

This page is intentionally left blank

	CONFIDENTIAL
Paper title:	SBA policy schedule
Board/Committee:	South Bank Academies Board
Date of meeting:	17 September 2019
Author:	Dan Cundy, SBA Executive Principal
Purpose:	For approval
Recommendation:	The Board is requested to approve the SBA policy schedule.

Executive Summary

The Board is requested to approve the SBA policy schedule.

This page is intentionally left blank

Statutory policies – academies

Note: for SBA, SAB (School Advisory Board) refers to the SBA Board. HT = Headteacher. EP = Executive Principal

Policy/document	Review frequency	Must be ratified by governors?	Executive Principal notes and recommendation
Charging and remissions	SAB to determine	SAB may delegate to committee, individual gov or HT	Needs centralising as trust policy. EP to draft to SBA Chair Oct 19.
Behaviour	HT to determine	HT	EP to review at both schools Sept 19
Sex education	SAB to determine	SAB may delegate to committee, individual gov or HT	HTs to draft to SAB chairs by Oct 19
SEN	Information report updated annually; changes asap in Autumn term	Full SAB	To be updated and presented for both schools at next SAB meetings, feeding into next SBA meeting
Data Protection	Must register annually ('notify') ICO; review every 2 years	SAB free to determine how to implement	UAE ICO registration – EP to process. Needs centralising as trust policy. EP to draft to SBA Chair by Oct 19 with external Judicium input
P&S	SAB to determine	SAB may delegate to committee, individual gov or HT	Needs centralising as trust policy. EP to draft to SBA Chair Oct 19.
Admissions	Annual; consultation every 7 years	Full SAB	To be updated and presented for both schools at next SAB meetings, feeding into SBA
Accessibility plan	Every 3 years	SAB may delegate to committee, individual gov or HT	EP to review at both schools Sept 19
SCR	Live	SAB may delegate to committee, individual gov or HT	Trust HR to update, overseen by EP
Complaints procedure	SAB to determine	SAB may delegate to committee, individual gov or HT	Needs centralising as trust policy. EP to draft to SBA Chair Oct 19.
Freedom of information	SAB to determine	SAB free to determine how to implement	Needs centralising as trust policy. EP to draft to SBA Chair Oct 19.
Home school agreement	SAB to determine	SAB free to determine how to implement	Needs centralising as trust policy. EP to draft to SBA Chair Oct 19.
Minutes of SAB meetings	Not applicable	FGB or committee	Governance to continue to publish on trust and school websites.
Premises Management documents	As required	SAB free to determine how to implement	Not required to publish. EP to develop link with LSBU Estates.
Equality statement	Every 4 years	SAB may delegate to committee, individual gov or HT	Needs centralising as trust policy. EP to draft to SBA Chair Oct 19.

School information on website	Live	SAB may delegate to committee, individual gov or HT	EP to review termly
Admissions register	Live	SAB may delegate to committee, individual gov or HT	EP to review half termly
Attendance register	Live	SAB may delegate to committee, individual gov or HT	EP to review half termly
Staff discipline, conduct and grievance	SAB to determine	SAB may delegate to committee, individual gov or HT	Needs centralising as trust policy. EP to draft to SBA Chair by Oct 19.
Child protection policy and procedures	Annual	Full SAB	Within safeguarding policy. To be presented for both schools at next SAB meetings, feeding into SBA
Procedures for dealing with allegation of abuse against staff	SAB to determine	SAB may delegate to committee, individual gov or HT	Needs centralising as trust policy. EP to draft to SBA Chair Oct 19.
Supporting pupils with medical conditions	SAB to determine	Full SAB	Needs centralising as trust policy. EP to draft. To be presented for both schools at next SAB meetings, feeding into SBA.

In addition, a set of non-statutory policies will be updated and raised to trust level from school level. EP to lead on this with HR in Autumn term 2019.

	CONFIDENTIAL
Paper title:	MAT Risk Register
Board/Committee:	South Bank Academies Board
Date of meeting:	17 September 2019
Author(s):	Clym Cunnington, Trust Business Manager
Sponsor(s):	Nicole Louis, CEO of the South Bank Academies
Purpose:	Approve
Recommendation:	To review and approve changes to risk register

Executive Summary

The MAT risk register has been presented to the board to review and approve of the changes to the risk register since the previous Board meeting.

These are the areas of risk that have changed since the previous Board meeting:

Risk Number	Description	Increase/Decrease Risk
8	Risk increase due to staff changes in the financial team in the Trust	Increase
19	Risk increase due to change in leadership for the Business Manager Role	Increase
21	Risk due to letter received from the ESFA	Increase
27	Risk due to scrutiny from the ESFA	Increase

The UAE and the UTC risk registers were not updated during the summer break due to the school being closed and essential personnel being on annual leave.

Risk registers are being reviewed with Richard Duke, Director of Strategy and Planning, in order to establish a risk for appetite document in line with group practice.

This page is intentionally left blank

South Bank Academies MAT
Financial Risk

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	Overspend budget, caused by weak expenditure management	Lack of funding to carry out educational and business objectives Inability to recruit experienced, quality staff to achieve educational objectives re-brokering of Schools in the Academies Trust through poor financial management and continual annual deficits Risk to LSBU reputation as the Academies Trust sponsor Ris of receiving a Financial Notice to improve and los of freedoms to manage own funding through its budgets,. Insufficient funds to meet educational objectives Inability to meet external requirements as stipulated in the Academies Financial Handbook 2019 and other agencies Serious cash flow issues making financial management of funds difficult	2	2	4	Strong strategic plan of action Annual budget setting using computerized software Regular meetings of Board and Audit and Risk Committee with oversight of the Trust's finances Regular internal and external audits to ensure compliance and best practice. Regular review with Business Support Officers in the Trust with additional in-house training. Monthly management accounts prepared by the LSBU FA, Trust Finance Manager and Trust Business Manager Regular Exective Team meetings where financial performance is discussed	2	Strong	Chief Executive Financial Controller Trust Business Manager	→	Dec-19
2	Overspend budget, caused by poor budgeting	See Above	3	1	3	Computerized budgeting software Oversight by LSBU Financial Controller and LSBU Financial Accountant Regular, monthly review by the Trust Business Manager, Executive Principal and Chief Executive. Regular meetings with School Principals Regular updates and training to the Business Support Officers.	2	Moderate/Weak	Chief Executive Financial Controller Trust Business Manager	→	Dec-19
3	Received less income than budgeted, caused by poor budgeting	See Above	3	1	3	See above	2	Moderate/Weak	Chief Executive Financial Controller Executive Principal Trust Business Manager	→	Dec-19
4	Overspend on capital scheme:	Unplanned reduction on reserves or income through insufficient budgeting or planning Serious impact on cash flow management Insufficient funds to carry out educational and operational objectives Inappropriate capital works which don't reflect the teaching and learning requirements of the Trust or its schools.	1	1	1	Centralised management of the Capital Claims budget delegated by the ESFA Capital Expenditure process in place, channelled through School Advisory Boards to the SBA Board Oversight by the Trust Business Manager of the Capital Claims expenditure and the Capital Expenditure programs. Scheme of Delegation and Financial Regulations and Policy in place, detailing capex authorisations limits.	0	Strong	Chief Executive Financial Controller Executive Principal Trust Business Manager	→	Dec-19
5	Short term cash shortages	Inability to meet liabilities Unable to pay school salaries or other costs in a timely and efficient manner Inability to remain a going concern"	1	1	1	Suitable reserves in line with the requirements of the Academies Financial Handbook, Articles of Association and Agreement with the Secretary of State for Education Regular updated cash flow management with spot cash flows Regular review of bank accounts, reserves and operating balances	0	Strong	Chief Executive Financial Controller Trust Business Manager Finance Officers	→	Dec-19

6	Long term cash shortages – insufficient reserves	Lack of funding to carry out educational and business objectives Inability to recruit experienced, quality staff to achieve educational objectives re-brokering of Schools in the Academies Trust through poor financial management and continual annual deficits Risk to LSBU reputation as the Academies Trust sponsor Risk of receiving a Financial Notice to improve and los of freedoms to manage own funding through its budgets,. Insufficient funds to meet educational objectives Inability to meet external requirements as stipulated in the Academies Financial Handbook 2019 and other agencies Serious cash flow issues making financial management of funds difficult	2	2	4	Trust currently has a strong cash flow surplus position for 19-20. Suitable level of reserves in place at 19% Regular monitoring of income and expenditure Prudent planning and staffing, recruitment practices Review of salary scales and teacher pay awards Regular monitoring of Bank Account levels Regular cash flow monitoring Introduction of Capex cash flow planning	2	Weak/Moderate	Chief Executive Financial Controller Trust Business Manager	↑	Dec-19
7	Improper or irregular use of funds	Lack of funding to carry out educational and business objectives Inability to recruit experienced, quality staff to achieve educational objectives re-brokering of Schools in the Academies Trust through poor financial management and continual annual deficits Risk to LSBU reputation as the Academies Trust sponsor Risk of receiving a Financial Notice to improve and los of freedoms to manage own funding through its budgets,. Insufficient funds to meet educational objectives Inability to meet external requirements as stipulated in the Academies Financial Handbook 2019 and other agencies Serious cash flow issues making financial management of funds difficult	2	2	4	SBA Financial Regulations and Procedures in place, regularly updated Scheme of Delegation in place Internal Controls subject to regular scrutiny by auditors Internal audits Expenditure authorisation process clear. Experienced Senior Leaders with in-dpeth experience of the Academies Financial Handbook and principles of fund accounting AO and CFO familiar with AFH and updates.	1	Moderate	Chief Executive Financial Controller Executive Principal Trust Business Manager Finance Officers	↑	Dec-19
8	Errors in accounts caused by inadequately skilled or inexperienced finance staff	Non production of a clean set of accounts Inaccurate information on which to base business and educational decisions Loss of oversight and prudent management of Trust finances Instability in the nature of the Trust as a result of poor financial management	3	2	6	Experienced, stable Finance Team with proven qualifications and experience in place. Access to advice and expertise from Sponsor	4	Weak	Chief Executive Financial Controller Executive Principal Trust Business Manager Finance Officers	↑	Dec-19
9	Loss caused by lack of security over assets including cash	Inability to carry on operating as a business or meet educational objectives Increased cost of replacing assets Potential Reduction in cash flow creating difficulties in meeting liabilities Large capital replacement expenditure	3	1	3	Asset Register in place and updated to ensure full information is kept Asset Management Plan in place which is used to plan, control and review assets and whether they are fit for purpose Strong security measure in place to ensure no loss of assets Reporting to SBA Board and Audit and Risk Committee Appropriate and effective security levels for processing and storing cash that is collected	2	Moderate	Chief Executive Financial Controller Executive Principal Trust Business Manager	→	Dec-19
10	Fraudulent payments to suppliers	Overpayments to suppliers unrecoverable payments and ongoing disputes Reduction in confidence of the Finance Team.	3	1	3	Annual review of effectiveness of internal controls Expenditure authorisation procedures Systems under constant review Internal and external auditors Oversight by LSBU Financial controller Oversight by the Trust Business Manager	2	Moderate	Chief Executive Financial Controller Executive Principal Trust Business Manager Finance Officers	→	Dec-19
11	Fraudulent payments to staff	Loss of confidence of Sponsor in SBA management of finance. Loss of income Risk of reporting Fraud to ESFA and losing freedom to manage own finances as guardians of public funds	2	1	2	SBA Scheme of Financial Regulations and Policy in place Trained staff in Compliance and Fraud Authorisation limits in place and reviewed regularly Robust procedure in place for monthly payroll sign off and review Staffing salaries and expenditure under constant review	1	Strong	Chief Executive Financial Controller Executive Principal School Principal Trust Business Manager	→	Dec-19

12	Insufficient insurance cover	Irreparable damage or loss to Trust Assets Hinderance in achieving educational and business objectives Risk of prosecution for not insufficient insurance cover for legal requirements such as employers' liability Loss of reputation as a good employer Risk of litigation	2	1	2	Annual review of insurance arrangements by Trust Business Manager, Executive Principle and CEO Review by external providers Benchmarking with other Academies and Trusts Member of the Governments RPA Insurance scheme especially designed to meet the needs of UK Schools.	1	Strong	Chief Executive Financial Controller Trust Business Manager	→	Dec-19
13	Failure to ensure that the income due to the school is collected in a timely and efficient manner and fully reconciled as per financial regulations	Loss of income Inability to meet educational and business objectives reduction in cash flow and reserves bility to meet liabilities Increasing debts Inability to meet liabilities or staff salaries	2	2	4	Month end reporting reviews income and ensure it is at the correct level Review and use of Remittance and Payment Schedule Aged debtors are sent statement reminders while all income is cross referenced on the cash flow Experienced TBM with Education Experience and knowledge of Schools Funding Trust Business Manager with LSBU Financial Accounts monitors all income regularly LSBU Financial Accountant performs all Bank and control account reconciliations	3	Moderate	Chief Executive Financial Controller Executive Principal Trust Business Manager Finance Officers	→	Dec-19
14	Failure to ensure that Goods and Services are purchased in line with Financial Regulations and that Suppliers are paid in a timely and efficient manner	Risk of fraud Inability to manage cash flow sufficiently Mis-reporting of monthly management accounts	3	2	6	Monthly reports from the School Financial regulations awareness, Internal Controls operated by the Trust at School wide level BACS Payment system used by the School Effective Internal and External Audit Use of Month End Checklists	4	Weak/Moderate	Chief Executive Financial Controller Executive Principal Trust Business Manager Finance Officers	→	Dec-19
15	Failure to ensure that a comprehensive, up-to-date list of Suppliers to the School is maintained	Loss of oversight of accounts and procurement Risk of fraudulent payment to supplier Procurement difficulties arising from poor supplier account management Risk of overpayment of suppliers	2	2	4	Financial Regulations awareness Internal Controls operated by the School Finance Team Effective Internal and External Audit Oversight by the Trust Business Manager Oversight by the LSBU Financial Controller	2	Strong/Moderate	Chief Executive Financial Controller Executive Principal School Principal Trust Business Manager Finance Officers	→	Dec-19
16	Changes to funding via Government Policy	Reduction in funding for student numbers Risks to the Trust as a going concern as required by Companies House and SORP	2	1	3	Monitoring of Government policy Long term forecasts monitored by LAB Financial expertise at Operational and Board level.	2	Moderate	Chief Executive Financial Controller Trust Business Manager	→	Dec-19
17	Failure to meet internal/ external financial targets and deadlines	Late submission of budgets/accounts to ESFA, possible litigation, possible fines	1	3	3	Email reminders from ESFA Experiences TBM Published annual cycle SBM Networking	2	Strong	Chief Executive Financial Controller Trust Business Manager	→	Dec-19
18	Poor Financial performance by one or more of the schools	A deficit or liabilities in one or more schools will affect the Trust financial viability and could have significant risk for finance and cash flow leading to DIE letter.	3	2	6	Computerised budgeting software Prudent financial planning 3-5 year forecast planning Sufficient reserves Planned budget surplus for each Academy Marketing program in place for the UTC New marketing appointment for the UTC	3	Moderate	Chief Executive Financial Controller Executive Principal School Principal Trust Business Manager	→	Dec-19

South Bank Academies MAT
Strategic and Reputational Risk

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
19	Changes in Leadership creating an instability in strategy, vision and values across the Trust and its Schools.	Lack of experience in education and leadership Frequent churn of senior leaders giving poor direction and vision Low morale Low staff performance Poor examination results	3	2	6	Appointment of experienced Executive Principal Creation and development of middle leaders Training as an Ofsted inspector Experienced SLT Effective Governor oversight	4	Moderate	Chief Executive Executive Principal	↑	Dec-19

20	Failure to ensure that up-to-date information regarding the legislation relating to charities is maintained and kept updated by Trust Business Manager	Risk that legislative requirements are not known or complied with Financial risk Risk that the Governing Body are not aware of their legislative obligations	2	1	2	LSBU Clerk to the Local Advisory Bodies Networking Groups EFA Updates School website Professional bodies The Key PWC Internal Auditor Kingston Smith External Auditor	1	Strong	Chief Executive Executive Principal Trust Business Manager Financial Controller	→	Dec-19
----	--	--	---	---	---	--	---	--------	--	---	--------

South Bank Academies MAT
Operational Risk

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
21	Changes in personell/ high turnover of staff creating instability in operations at the Trust	Lack of oversight of accounts, processes and procedures Poor year end Inaccurate financial reporting Risk of receiving Qualified Accounts Non-compliance	3	2	6	Experienced TBM in financial management Experienced Financial Controller oversight Financial policies and procedures in place Trust HR Manager in place	4	Moderate	SBA Board Chief Executive Officer Executive Principal Principals Trust Business Manager	↑	Dec-19
22	Failure of the School to produce open and regular management accounts	School receives a set of qualified accounts from its annual audit. Year-end doesn't run smoothly High Management Letter ratings as a result of internal and external audit Fines from the ESFA Potential Financial Notice to Improve Potential loss of freedoms to manage delegated finances	3	1	3	Monthly Management Accounts Budget monitoring reports Regular reporting to the Audit Committee and SBA Board Effective internal and external audits Oversight by Sponsor LSBU of finances Awareness of ESFA Academies Financial Handbook 2019 and regulations Annually updated SBA Financial Regulations and Procedures presented to Audit Committee for oversight and approval Delegated Letter of Authority	2	Moderate/Weak	SBA Board Chief Executive Officer Executive Principal Principals Trust Business Manager	→	Dec-19
23	Safeguarding incident at any of the Schools	Risk to child/children, risk to reputation of the Trust and/or its Schools, DfE and HSE intervention depending on seriousness of incident. Risk to Ofsted rating.	3	1	3	Safeguarding policy and training in place Experienced SLT in safeguarding issues Regular training and update to all staff Safeguarding policy and procedures in place followed by Staff Staff awareness of reporting procedures and responsibilities for any safeguarding issues	2	Strong	Executive Principal Principal SLT Governors Staff	→	Dec-19

South Bank Academies MAT
Compliance Risk

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
24	Failure to meet GDPR guidelines for storing and collating data in the Trust and its Schools	Litigation, possible fines, loss to reputation	3	2	6	Outsourced GDPR oversight by Judicium Regular GDPR compliance audits across the SBA Trust	3	Weak/Moderate	Chief Executive Executive Principal School Principal	→	Dec-19
25	Inadequate challenge and ineffective local governance for Trust and Schools	Failure to achieve mission and objectives of the Trust. Poor decision making and information flow. Risk to one establishment not following trust procedure	3	1	3	Local advisory boards and link Governors SBA Board oversight Experienced Executive Principal with extensive education background Chief Executive oversight	2	Moderate	SBA Board Chief Executive Executive Principal	→	Dec-19

26	UKVI regulations not met	Loss of licence, fines and/or prosecution	2	1	2	Experienced Trust HR Manager in place Trust Business Manager Experienced Chief Executive and Executive Principal Effective computer systems for tracking personell Effective recruitment procedures	1	Strong	Chief Executive Executive Principal School Principal HR Manager	→	Dec-19
27	Failure to comply with ESFA a	Notice given on non-performance, litigation, possible fines, loss to reputation, makes recruiting students more challenging.	3	3	9	See above	6	Weak	Chief Executive Executive Principal School Principal Trust Business Manager	↑	Dec-19
28	Failure to safeguard the Trusts' and its Schools' assets from theft or damage	Health and safety risk to students and staff Increased premises costs Increased costs for asset management plan on limited budget Need to transfer costs from limited reserves	2	3	6	Up to date asset register Asset management plan in place and up to date Experienced premises team in place with oversight of assets	4	Moderate	Chief Executive Executive Principal School Principal Trust Business Manager Financial Controller	→	Dec-19
29	Failure to carry out the correct audit/review procedures to ensure building, maintenance, health and safety regulations are upheld in both schools	Poor Health and Safety Audit increased accumulation of costs which could be reduced with timely intervention increased scrutiny from oversight organisations	2	3	6	Health and Safety audits by external organisations H&S reference software on websites for advice Experienced site operations manager and team Risk assessments Regular checks and reporting on all H&S procedures Regular checks on equipment and buildings	4	Moderate	Chief Executive Financial Controller Trust Business Manager Executive Principal School Principal	→	Dec-19
30	Failure to maintain the asbestos register for both schools	Failure to comply with external compliance bodies Damage to Trust and Sponsor reputation Health and Safety Risk to staff and students Increased costs and fines for non compliance	3	1	3	Annual reporting to ESFA of Asbestos management Shared responsibility across the Trust and Boards for management of Asbestos Regular asbestos inspections to update on any changes Updated and regularly reviewed asbestos register Asbestos management plan in place and regularly updated.	2	Strong	Chief Executive Executive Principal School Principal	→	Dec-19
31	Failure of the Trust to follow employee legislation	Risk of fines and reputation Greater risk of litigation and claims Increased costs through non compliance	3	1	3	Experienced Trust HR Manager in place Executive Princpal and CEO oversight Access to LSBU Sponsor organisation procedures and experienced staff Updated HR and Recruitment policies in place	2	Strong	Chief Executive Executive Principal School Principal Trust HR Manager	→	Dec-19
32	Failure to ensure that the School complies with Tax legislation	Risk that the legislative requirements relating to VAT, PAYE, National Insurance etc. are not known or complied with Financial risk Litigation risk	3	1	3	Support from School Payroll Provider and the associated policies Internal and External Auditors Oversight by Trust Business Manager and Finance Manager Oversight by Financial Controller	2	Strong	Executive Principal Principals Local Advisory Board Trust Business Manager	→	Dec-19

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

This page is intentionally left blank

	CONFIDENTIAL
Paper title:	SBA development pipeline update
Board/Committee:	South Bank Academies Board
Date of meeting:	17 September 2019
Author:	Dan Cundy, SBA Executive Principal
Purpose:	To note
Recommendation:	The Board is requested to note the SBA development pipeline update.

Executive Summary

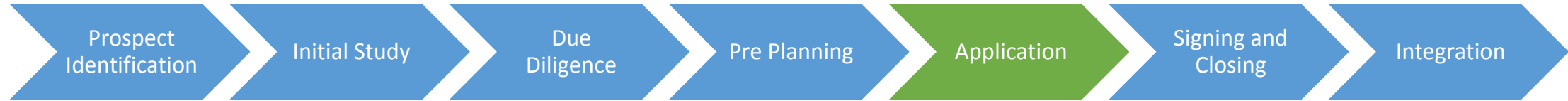
The Board is requested to note the SBA development pipeline update.

This page is intentionally left blank

SBA Current Development Opportunities

Project / Partner	Location	Type	Scale	Risk	Earliest Date	Comments / Next Steps
Copthall School	Mill Hill	Academy MAT Merger	1,000+	Med	Jan 2020	Initial meeting held to explore potential synergies – DC. Follow up meeting at LSBU
Archbishop Tenison School	Croydon	Sixth Form Commissioned Places	200+	Med	Sept 2020	Final details for delivery September 2020 being finalised including staffing model. Marketing event October 2019. - DC
GSTT	Brixton	UTC Expansion – health specialism	300+	Low	Sept 2020	Curriculum and staffing model including delivery plan in place; budgeted for. Equipment procurement underway. Branding and marketing development for first open event in Oct. GSTT commitment, potential further expansion into business/ICT, with UAE involvement. DC
Kingston NHS / LGC Free School	Kingston	UTC / Academy New	650-1000	High	Sept 2022	No movement since last meeting. Missed window to apply for new school opening in Wave 14. Request for follow up call sent - NL
Apprenticeships	Brixton	UTC Expansion	100+	Med	Sept 2020	Application complete; consultant support to submit Sept 2019. GSTT and Skanska engagement. - DC
Southwark regeneration	Southwark	UAE Expansion / Academy New	Tbc	Tbc	Tbc	Meeting held with Director of Education and Mike Simmons – DC. Two potential opportunities; Southwark finalising sites and preferences before inviting bids. Likely joint venture with Ark Globe.
Southwark Diocese	South London	Sixth Form Commissioned Places	TBC	Med	Sept 2020	Meeting with Diocese Director of Education held – DC. Introductions into target schools pending.
LB Croydon	Croydon	Free school / commissioned places	TBC	Low	Sept 2021	Meeting with Croydon Head of Economic Development held to discuss sites and demand – DC. Meeting held with Head of St Andrew’s Croydon to explore opportunities – DC.
London North West University Healthcare	West London	Free school / commissioned places	TBC	Low	Sept 2021	Initial conversation – meeting with HR and OD leads to be booked

SBA Development Pipeline



Page 86

Elephant and Castle
Regeneration


Guy's and St Thomas'
NHS Foundation Trust

 Apprenticeships

 *Setting standards
in analytical science*

 ARCHBISHOP
TENISON'S
SCHOOL

 Copthall School
A MODERN, CARING, MULTICULTURAL
COMPREHENSIVE SCHOOL

	CONFIDENTIAL
Paper title:	Master funding agreement & Academies financial handbook
Board/Committee:	South Bank Academies Board meeting
Date of meeting:	17 September 2019
Author(s):	Alexander Enibe, Governance Assistant
Sponsor(s):	Michael Broadway, SBA Company Secretary
Purpose:	To note
Recommendation:	The Board is requested to note the Master funding agreement & Part 8 of the Academies financial handbook (attached).

Master Funding Agreement

Each academy trust has a funding agreement with the Secretary of State (SoS) for Education. It is the framework under which the academy trust agrees to operate in return for funding. The Master Funding Agreement deals with issues such as, admissions, exclusions and reporting requirements. The whole funding agreement is included as an appendix for information.

Each academy also has a Supplemental Funding Agreement, which runs alongside the Master Funding Agreement. The Supplemental Funding Agreement is also entered into between the SoS and the academy trust, and includes information specific to the particular school, such as its name, capacity and age range. It also deals with how the land will be held by the academy trust.

In 1.13 of the general obligations of the Master Funding Agreement:

“In order for the Academy Trust to establish and run independent schools and/or educational institutions in England, according to the terms of the Academies Act 2010, and in order for the Secretary of State to make payments to the Academy Trust, the Academy Trust must meet the conditions and requirements set out in this Agreement, and in each Supplemental Agreement for an Academy for which payments are claimed. In particular, the Academy Trust must ensure the Academies it runs meet the applicable requirements as specified in section 1A of the Academies Act” (section 1A defines an Academy School).

Academies Financial Handbook 2019

The ESFA has recently written to accounting officers of academy trusts regarding the 2019 Academies Financial Handbook.

The letter is attached for information and sets out the ESFA's priorities. The Handbook will be circulated separately to Trustees.

As trustees of SBA, you are requested to note the top 10 'musts' for chairs and other trustees, as set out in Part 8 of the handbook.

Top 10 musts for chairs and other trustees.

Personal responsibilities

- Apply highest standards of conduct and ensure robust governance, comply with charitable objects, with **duties as company directors**, with charity law and the funding agreement

Structures

- Ensure the board of trustees **meets at least three times a year**, and conducts business only when quorate
- Approve a written **scheme of delegation** of financial powers

Relationships

- **Manage conflicts of interest**, be even-handed with **related parties**, and ensure goods or services provided by them are at **no more than cost**, beyond the limits in this handbook

Money and oversight

- Ensure the board approves a **balanced budget** for the financial year and minutes their approval
- Share **management accounts** with the chair of trustees monthly, with the other trustees six times a year, and consider when the board meets, taking action to maintain financial viability
- Ensure decisions about **executive pay** follow a robust evidence-based process reflecting the individual's role and responsibilities, and that the approach to pay is transparent, proportionate and justifiable
- Appoint an **audit committee** (either dedicated or combined with another committee) to advise on the adequacy of the trust's controls and risks

Accountability and audit

- **Submit audited accounts** to ESFA by 31 December
- Ensure an appropriate, reasonable and timely response to **findings by auditors**, taking opportunities to strengthen financial management and control

This page is intentionally left blank



Education & Skills
Funding Agency

Education and Skills Funding Agency
Ministerial and Public Communications
Division
Department for Education
Piccadilly Gate
Store Street
Manchester
M1 2WD

www.gov.uk/esfa

19 July 2019

To accounting officers of academy trusts. Copied to chairs of trustees.

Dear colleague

As accounting officers, we all have responsibilities for financial management and control in our organisations. I therefore value enormously the job that you do to ensure public money is spent well and accounted for properly.

To help you maintain sound governance arrangements and good financial systems in your trust we have recently published some new documents that I would like to bring to your attention. I also want to take this opportunity to highlight some important new reporting requirements that will affect your trust.

Academies Financial Handbook

A new edition of the [Academies Financial Handbook](#) was published in June. This remains your definitive reference source for the financial principles and requirements your trust must follow. The 2019 edition is effective from 1 September 2019 and contains additional information in several key areas. I want to emphasise the following items in particular:

- **Internal scrutiny**

We have introduced more detailed information about how your trust must periodically check the suitability of, and level of compliance with, its internal controls. This is an area where we have found some trusts struggling to establish their approach, and sector feedback suggested to us that more guidance would be helpful.

Having an effective audit committee is the central pillar in the oversight of this work. The handbook explains that your audit committee will need to direct the programme of internal scrutiny, and must consider any recommendations made by your internal auditor or by other individuals the trust appoints to carry out the checks.

- **Submitting internal scrutiny reports to ESFA**

The handbook also introduces a new requirement for you to send an annual internal scrutiny report to ESFA by 31 December each year, summarising the work done and conclusions reached for the year. The requirement to submit this annual report will first apply in December 2020.

You can read about the full internal scrutiny requirements in sections 3.1 to 3.22 of the handbook.

In the interim, pending submission of the annual report next year, we shall be asking you to send us the trust's *most recent* internal scrutiny findings by 31 December 2019 alongside your annual accounts. For example, this could be a report for the last term, quarter, month or other period dependent upon the approach adopted in your trust, or indeed for the full year if you prefer. We will explain how to send this to us when we publish guidance in October on submitting your annual accounts.

- **Risk register**

Ensuring risks are well managed has always been a key feature of the accountability framework for academy trusts, and your approach to internal scrutiny and the checks you make must be informed by the risks faced by the trust. For this reason, we are now clarifying in the handbook that you must maintain a risk register (section 2.36), and are including a link to HM Treasury guidance to help you do this.

- **Providing contact details**

As you know, information about individuals involved in school governance must be recorded on the Department's [Get information about schools](#) (GIAS) system. These requirements are described in sections 2.51 to 2.55 of the handbook.

To help us communicate with you better, we've updated GIAS and our [guide to providing and updating academy trust governance contact information](#) as you will need to provide contact details for all of your members and trustees from 1 September 2019. We already require this information for the chair, chief financial officer and yourself.

- **Using the handbook**

Historically we have published the handbook as a pdf file, so it can easily be printed. Whilst this will continue, from September 2019 we will also be publishing it in a digital ('HTML') format that will make it easier for you to search for particular content. It will also help us identify the parts of the handbook that are most read, and to use this to improve future editions.

Academies Accounts Direction

As you are aware, the [Academies Accounts Direction](#) describes the required form and content of your annual accounts and the auditors' statements that must accompany them. We published the edition applicable to your 2018/19 accounts in March. Whilst your accounts must explain how the trust has spent its money, they also allow you to describe your wider educational objectives and what you have achieved against them. Please take full advantage of this opportunity, using the guidance in the Accounts Direction. Please also ensure with your chief financial officer that you are familiar with the changes included in the 2018/19 edition.

Having listened to academy trusts and auditors, we are also moving to an earlier publication timetable for the Accounts Direction so it is available to you before the start of each academic year. The first stage in this transition was the release of the 2018/19 edition in March. We aim to maintain this trend over the next two editions so that for 2020/21 we publish by August 2020.

Good practice guides

In recent months, we have also published a series of [factsheets](#) providing suggestions for good practice across a range of financial topics, including risk management, choosing an external auditor and management accounting.

We have released further documents in July, including guidance on internal scrutiny, which looks at areas to review and advice on reporting. We have also published guidance on [setting executive salaries](#).

These supplement the material in the Academies Financial Handbook and I recommend them to you and your board. If you have suggestions for additional areas we could cover, please [let us know](#).

School resource management self-assessment tool (SRMSAT)

In September 2018, the Department published a voluntary self-assessment tool (SRMSAT), comprising a checklist and dashboard, to help you maintain a good level of financial health and resource management. Self-assessment can, of course, be valuable for reassuring your board that things are being run well and for identifying any improvements that could be made.

The equivalent School Financial Value Standard for local authority schools has been mandatory for some years, and from autumn 2019 completion of the SRMSAT will become mandatory for academy trusts on an annual basis. We are also taking the opportunity to refine some of the questions in the checklist to provide a greater focus on good governance and financial forecasting, both in relation to requirements and best practice.

For 2019, trusts with an open academy on 31 August 2019 will need to provide a copy of the completed self-assessment checklist to ESFA by 14 November. You will not be required to submit the dashboard element.

We will publish the updated checklist as an on-line form, including more details on how to submit it, in the coming weeks.

Financial management and governance self-assessment (FMGS) for new academies

If you are a new academy trust, I also want to remind you of the requirement to complete an FMGS return. This return sets out a series of questions to help you achieve early compliance with the Academies Financial Handbook. We have published [FMGS guidance](#), which explains what you need to do, including how and when you must send it to us. FMGS is an important preventative tool to help boards assess at an early stage whether their new trust is operating with the right control framework. If it applies to your trust, please consider the return carefully and ensure you submit it on time.

Previously where an existing trust was increasing its number of academies it was required to complete an 'FMGS alternative return'. With the introduction of the mandatory SRMSAT, we will be removing this requirement from 1 September 2019.

School resource management advisors (SRMAs)

As part of the Department's wider drive to encourage peer-to-peer support across the academies sector, in 2017/18 ESFA piloted the use of SRMAs to provide free expert support and advice to trusts on all aspects of resource management.

SRMAs are practising sector experts, such as school business professionals, who work collaboratively with trusts and make recommendations about how they can direct more of their available resource to the areas that have the greatest impact on educational outcomes. When working with a trust, an SRMA will produce a report that provides a menu of recommendations about how this can be achieved. It is then the responsibility of the trust to decide which recommendations to implement, based on their individual circumstances.

We would like to make SRMA support available to any trust that would benefit from it. If you would welcome the advice and support of an SRMA, please contact the ESFA through our online contact form for more information.

Fraud risk management

Finally, I want to emphasise a message that we have highlighted previously in our weekly [ESFA Update](#) bulletins. We are aware of a significant increase in incidents of cybercrime against academy trusts in the past year, and that some of you have already experienced incidents of fraud. Our [academy trust guide to reducing fraud](#) is designed to help you manage this risk, so do familiarise yourself with the advice it contains.

We have also recently updated two related documents that provide important additional context:

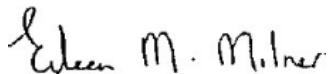
- [Indicators for potential fraud: a generic checklist for education providers](#)
- [How ESFA handles allegations of suspected fraud or financial irregularity](#)

Fraud, theft and irregularity are a constant risk to public funds. The government estimates that fraud costs the public sector between £31bn and £49bn per year. We should all therefore take any necessary action to improve our counter fraud arrangements.

In the meantime, please ensure that you share this letter with your board of trustees and arrange for it to be discussed at your next board meeting.

Wishing you a good summer break.

Yours sincerely



Eileen Milner

Chief Executive

Education and Skills Funding Agency

This page is intentionally left blank

	CONFIDENTIAL
Paper title:	Draft public benefit statement
Board/Committee:	South Bank Academies Board
Date of meeting:	17 September 2019
Author:	Michael Broadway, SBA Company Secretary
Purpose:	To note
Recommendation:	The Board is asked to note the public benefit statement.

Executive Summary

As South Bank Academies is a charity, the directors of the company are also charity trustees.

Charity trustees must have regard to the Charity Commission's public benefit guidance in carrying out their duties.

As a charity trustee, 'having regard' to the commission's public benefit guidance means being able to show that:

- you are aware of the guidance
- you have taken it into account when making a decision to which the guidance is relevant
- if you have decided to depart from the guidance, you have a good reason for doing so.

For your information, the Charity Commission's guidance is provided [here](http://www.gov.uk/guidance/public-benefit-rules-for-charities):
www.gov.uk/guidance/public-benefit-rules-for-charities

In addition, the annual report and accounts for charities must contain a public benefit statement on how the charity has carried out its purpose for the public benefit and whether the trustees had 'due' regard to the commission's public benefit guidance when exercising their powers. The draft public benefit statement for South Bank Academies is contained in the annual report and accounts.

Please let the governance team know if you require any additional information.

This page is intentionally left blank

Public Benefit

South Bank Academies is an exempt charity within the meaning of the Charities Act 2011 and is regulated by the Secretary of State for Education on behalf of the Charity Commission.

Charity Commission guidance on Public Benefit

The members of the Board of Directors are the charitable trustees of the company. In undertaking its duties the Board of Directors has regard to the Charity Commission's guidance on public benefit.

Charitable objects

South Bank Academies receives the majority of its income from the Department for Education to provide educational services to children and to ensure a broad and balanced curriculum across its schools.

The charitable objectives of the company as set out in its articles of association are restricted to the following:

“to advance for the public benefit education in the United Kingdom, in particular but without prejudice to the generality of the foregoing by establishing, maintaining, carrying on, managing and developing schools offering a broad and balanced curriculum which includes provision for technical education”.

The company's objects are applied solely for the public benefit, as follows.

The company advances education for the public benefit by:

- establishing and running two academy schools which offer a broad and balanced curriculum. Both schools have an engineering focus and have provision for technical education;
- each school providing teaching to its students; and
- setting and marking assessments and giving feedback to students.

Beneficiaries

In carrying out its objects the company benefits its students and future students through teaching and learning activities.

The trustees affirm that the opportunity to benefit is not unreasonably restricted. The schools are committed to open, fair and transparent admissions arrangements and act in accordance with the School Admissions Code.

This page is intentionally left blank

	CONFIDENTIAL
Paper title:	SAB membership
Board/Committee:	South Bank Academies Board meeting
Date of meeting:	17 September 2019
Author(s):	Michael Broadway, SBA Company Secretary
Sponsor(s):	Michael Broadway, SBA Company Secretary
Purpose:	To note
Recommendation:	The Board is requested to note the update

SAB membership update

The current membership of the School Advisory Boards is:

UAE

- Chris Mallaband (Chair)
- Alex Drake (Vice-Chair)
- Elizabeth Adeyemi
- Safia Barikzai
- Karen Fowler
- Veronica Allen (Parent governor)
- Zakir Matin (Parent governor)
- Philipp Herzberg (Staff governor) – Recently appointed, following a process overseen by the Chair of the SAB.
- Lesley Morrison
- Tony Roberts
- John Taylor (Principal)

UTC

- Lesley Morrison (Chair)
- Ed Arthur
- Ian Brixey
- Tony Roberts
- Joanne Young

- Beau Fadahunsi
- Leona Ross (parent governor)
- Austin Sheppard (Principal)
- Staff governor – vacancy – to be filled by selection process overseen by Chair of SAB
- Parent governor – vacancy – to be elected by parents
- Vice-Chair – vacancy – to be filled by Chair of SAB