

Meeting of the South Bank Academies Board

2.00 - 4.00 pm on Thursday, 7 December 2017
in South Bank Engineering UTC, 56 Brixton Hill SW2 1QS

Agenda

No.	Item	Pages	Presenter
1.	Welcome and apologies		DP
2.	Declarations of interest <i>Directors are required to declare any interest in any item of business.</i>		DP
3.	Minutes of last meeting	3 - 6	DP
4.	Matters arising	7 - 8	DP
Items to discuss			
5.	Chief Executive report	9 - 20	RB
6.	SBA Strategic Plan	21 - 34	RB
7.	SBA Risk Register	35 - 44	RB
8.	Revised budget 2017/18 and management accounts to 31 October 2017	45 - 54	RB
9.	Assurance visits report	55 - 58	RB
10.	Safeguarding report	59 - 60	RB
Year End matters			
11.	Annual Report and Accounts 2016/17	61 - 62	RB
12.	External audit findings	To Follow	RB
13.	External audit letter of representation	To Follow	RB
Items to note			
14.	Local Governing Body reports	63 - 64	RB
15.	School Development Plans	65 - 96	RB
16.	Annual register of interest	97 - 102	MB

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
17.	Company policies <ul style="list-style-type: none"> • Remuneration Committee TOR (to approve) • Pay policy (to note) 	103 - 106	RB
18.	Election of Chair and Vice Chair	107 - 108	MB
19.	Any other business		DP

Date of next meeting
4.00 pm on Thursday, 22 March 2018

Members: David Phoenix (Chair), Rao Bhamidimarri, Douglas Denham St Pinnock, Richard Flatman, Tony Giddings, Lesley Morrison, Richard Parrish and James Stevenson

Apologies: Adam Crossley

In attendance: Michael Broadway and Joe Kelly

Appendix (for information only)

- Public benefit guidance
- Pay policy and pay scales

**Minutes of the meeting of the South Bank Academies Board
held at 2.00 pm on Thursday, 14 September 2017
South Bank Engineering UTC, 56 Brixton Hill SW2 1QS**

Present

David Phoenix (Chair)
Rao Bhamidimarri
Douglas Denham St Pinnock
Lesley Morrison

Apologies

Adam Crossley
Richard Flatman
Tony Giddings
Steve McGuire
Richard Parrish
James Stevenson

In attendance

Michael Broadway
Claire Viner
Pervena Singh (Clerk)

1. Welcome and apologies

The Chair welcomed the directors to the first meeting of the new academic year held at the new UTC building. The Board thanked the staff for their hard work and contribution for ensuring the successful completion of the new building and extended its thanks to the contractors.

The Chair welcomed Lesley Morrison, newly appointed independent director and Claire Viner, the newly appointed Business Manager for the Company and two schools, to their first meeting. The Board noted the resignation of the Clerk.

The above apologies were noted. The Secretary confirmed that the meeting was quorate.

2. Declarations of interest

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

3. Minutes of previous meeting

The Board approved the minutes of the meeting of Tuesday, 11 July 2017.

4. **Matters arising**

The board discussed the pending matters arising from the previous meetings;

July 2017

Agenda 8, MAT budget 2017/2018 – the Board formally ratified the revised budget which had been circulated to directors by email on 19 July 2017 and submitted to the Department for Education by 31 July 2017. The budget will be reviewed when final pupil numbers are known. An update will be provided to the Board at its December 2017 meeting.

March 2017

Agenda 7, Management accounts – it was agreed that the Board would receive management accounts at each meeting.

Agenda 12, Website – The CEO confirmed that the website has been launched and a link will be circulated to directors following the meeting.

December 2016

Agenda 16, polices – the new Business Manager would circulate the Financial Control Policy.

5. **CEO's report**

The Board was discussed the CEO's report.

The Board were informed that the draft year-end outturn would be circulated to directors via email, when available.

The Board noted that the new Principal for the Academy school has been in post for the start of the academic year.

The Board noted that student feedback in a recent DfE visit report at the UTC had been negative. The Board requested that the DfE report on the UTC is circulated to directors.

The Board discussed safeguarding matters. It was the collective responsibility of the local governing bodies to oversee safeguarding at a school level. The Board requested a report on any safeguarding matters in the schools for the next Board meeting. It was noted that there had not been any safeguarding incidents on site at either school.

The Board discussed student recruitment for each school and noted that further analysis of student numbers is being undertaken. A revised budget will be brought to the next Board meeting.

The Board discussed the need to develop shared best practice throughout the two schools, and suggested that joint staff development events are developed.

The Board noted that LSBU students will provide support on UCAS applications for Year 13 students of both schools.

6. MAT draft strategy

The Board discussed the draft strategic plan. The draft plan is currently being reviewed by the Principals. Staff would also have the opportunity to comment.

The Principals would develop distinct vision and school development plans for their schools which would be closely aligned to the company strategy.

The Board broadly supported the draft strategic plan. The Board noted that further discussion of strategy will be discussed in detail at the South Bank Academies strategy half day on 21 November 2017.

7. Key Performance Indicators report 2016/17 and targets for 2017/18

The Board discussed the key performance indicators (KPIs) for the company and each school. The Board was informed that further data stills needs to be collected to be included into the report. The Board requested that KPIs are presented to the Board twice a year in March and December.

The Board requested that the definitions of terms used in the KPIs are reviewed.

8. Schools development plans

The Board noted the draft schools' development plans. Revised versions of the plan were requested for the December 2017 Board meeting.

9. MAT risk register

The Board discussed the risk register.

10. Board plan 2017/18

The Board noted its yearly plan of work and its committees' yearly plan of work.

11. Board composition

The Board noted its composition for the next academic year 2017/18 and the membership of its committees, remuneration committee, audit committee, nomination committee and the two schools local governing bodies.

Membership would be reviewed during the year.

The Board approved Lesley Morrison joining the Remuneration Committee with immediate effect.

12. **Any other business**

The Board approved that Claire Viner (Business Manager) is added as an authorised signatory on all South Bank Academies held bank accounts. The Board requested that Dan Smith is removed as an authorised signatory following his recent resignation from the Company.

**Date of next meeting
12.00 pm, on Tuesday, 21 November 2017**

Confirmed as a true record

..... (Chair)

**SOUTH BANK ACADEMIES BOARD - THURSDAY, 14 SEPTEMBER 2017
ACTION SHEET**

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
4.	Matters arising	Budget review to Dec 2017 Board meeting Circulate financial control policy to directors		Claire Viner Claire Viner	On agenda (item 11) To do
5.	CEO's report	Circulate draft outturn for 2016/17 to directors Circulate DfE report on UTC to directors Safeguarding report to December 2017 Board meeting		Claire Viner Rao Bhamidimarri Rao Bhamidimarri	To do On agenda (item 6) On agenda (item 10)
7.	Key Performance Indicators report 2016/17 and targets for 2017/18	Review definition of terms in KPIs		Rao Bhamidimarri	To do

This page is intentionally left blank

	CONFIDENTIAL
Paper title:	Chief Executive's Report
Board/Committee:	South Bank Academies Board Meeting
Date of meeting:	7 December 2017
Author:	Rao Bhamidimarri
Purpose:	To note
Recommendation:	The meeting is requested to note the CEO's Report.

The Trust

A key focus of the Trust staff over the last two months has been to complete the snagging works and to fully equip the UTC's new building in order for the staff to deliver the curriculum and provide learning support to the students. Although the building was handed over to us on 8th September ahead of schedule, there have been on-going building works, and installation and commissioning of engineering and IT equipment. There was a major flood event in the second week after the school opened on 11th September, which required closure of the school for a day. Construction of Phase 2 of the building has commenced.

There have been gaps developed in financial management and controls due to senior staffing changes and staff in schools being away over summer. We are currently working to reconcile the errors and variations in order for the Auditors to produce accounts for audit. We are also developing plans to ensure that similar gaps do not develop in the future.

The Trust is still in the early stages of development and currently the number of students in the schools is small to ensure financial viability. The Trust Board and the Local Governing Body members met on 21st November to consider this and the strategic direction of the Trust and its schools.

The employer links of the Trust and the schools continue to grow allowing for enhancing learning and opportunities for our students. Two of our students were invited to speak to the National MAT CEO's conference organised by DfE on 17th October. The Regional School's Commissioner was very positive about their input to the conference.

Academy

The new Principal, John Taylor, who joined the Academy on 1st September 2017, has completed a review of the learning and teaching at the school and made changes to

leadership of subject areas to further improve the quality of learning and teaching. The pastoral support team is also being redeveloped to enhance student support. The Academy's student numbers expanded as we added Key Stage 4 and both years of Key Stage 5. 29 new staff joined us in September. The Academy's student numbers have grown to 565 including 58 in Key Stage 5. Attracting good quality teaching staff in engineering and computing continues to present challenges. We are investing in additional learning support to ensure that the students are not disadvantaged. Two of our Post 16 students left the school to take up apprenticeships with Atkins and Arups.

Some of the teachers have not had recent experience in preparing students for GCSE and A Level examinations. The Principal is putting in place a development programme for these teachers. Teachers are being incentivised to become examiners this year, so that they fully appreciate the requirements. The Academy joined the Pixl Club, which has 1700 schools as members sharing the best practice in preparing students for examinations. New CPD sessions have also been introduced for the new teachers and those who do not have experience with the new format of examinations.

UTC

The UTC has now established itself in the new building and has all the four cohorts of Key Stage 4 and Key Stage 5. Staff numbers have grown to 29.

The UTC's ability to recruit students remains the main challenge. The currently there are 185 students across all the four years. While the school is financially viable this year with the start- up and transitional funding, we recognise that the student recruitment will be the primary focus for next year and beyond. We are also considering the options for future positioning of the UTC.

Employer links are very strong. Skanska, King's College, King's College NHS Trust and GSTT have been actively involved in student projects, site visits, careers advice and mentoring. For example, there are 80 engineers from Skanska visited the Academy for one day on 30th November for master classes, careers advice, student competitions and mentoring.

The termly visits by the DfE's educational Advisor have been helpful to identify areas for on-going development of the UTC. The Term 3 visit identified Safeguarding as an area for further development, in part because of the temporary accommodation from which the UTC operated. The Principal and the Trust CEO attended the UTC safeguarding training organised by DfE and the safeguarding procedures have been reviewed and updated in view of the move to the permanent accommodation. The Local Governing Body will consider a proposal to set up a Safeguarding group of Governors at its meeting on 6th December to enable the Governors to focus more closely on Safeguarding.

20 of the 55 Year 10 students joined the UTC from one school. Which closed Year 10 admissions. This is beginning to adversely affect the dynamics in the Year 10 cohort. The Principal and staff are working to manage this.

Student Councils

Student Councils are in place at both schools and they seem to be effective in ensuring students' concerns are promptly addressed. Students at both schools feel they are safe and are happy with their teachers and the support they receive.

APPENDIX 1 – DfE Adviser report on UTC, 6 June 2017

This page is intentionally left blank

APPENDIX 1 – DfE Adviser report on UTC, 6 June 2017

Open Free Schools EA Term 3 Visit Report

This report is the department's confidential information and is being shared on the explicit understanding that it may not be released publicly, or any of its contents quoted or paraphrased in any external communications made by the school, including to parents. It is only to be used by the school's senior leadership team, board of governors and the Trust to help inform improvement strategies.

Name of school		South Bank UTC		
Date of visit		23/06/17	EA	Carolyn Unsted
LA and region		Lambeth SESL		
Name of Principal & email		Dan Cundy dan.cundy@southbank-utc.co.uk		
Name of CoG & email address		Ian Brixey		
Age range		14-19	Boys/girls/mixed	Mixed
School type – Mainstream/AP/Special/UTC/Studio School/16-19			UTC	
Faith (please state whether ethos or designation)		N/A		
NOR		92 (36 in Y10 and 56 in Y12)		
% Full (NOR against PAN)				
% SEN	% FSM	% EAL	% PA	% Attendance
28	28	31	18.6	94.1
Evidence and sources		Information about the school		
<p>During this visit we met with the Principal, other senior managers, members of the teaching staff and spoke to students in a group and in classes. We were able to talk with the Chair of Governors who is Chair of the Learning and Teaching Committee and the Trust CEO. We visited a number of lessons in Year 10 and 12. We scrutinised the safeguarding arrangements, including the policy and the SCR.</p> <p>A range of documents was provided by the Principal for scrutiny.</p> <p>Carolyn Unsted was the EA, accompanied by George Deacon from the DfE.</p>		<p>For a third term, the UTC's Leaders and staff have maintained high quality of behaviour despite being in temporary, poor quality and cramped accommodation with no outside access and no large indoor space. The move to the new building in September will make a significant difference to student and staff morale. All partners are clear that nothing must cause a delay to the opening as this would pose a serious threat to retention in Years 10 and 12.</p> <p>If necessary, Leaders have contingency plans in place, working with Lambeth Careers College and LSBU, to operate a split site for Years 11 and 13 and for Years 10 and 12 to be in the temporary accommodation. This should minimise any initial impact of a delay .</p> <p>Once in the building there will be a careful plan to manage student movement and usage with some unused areas locked down. The five training days for staff must be well planned and used not only to induct staff into the new building, the health and safety aspects and the patterns of use for the new timetable but also to establish consistent expectations about student standards of behaviour, the quality of teaching and learning the acceleration of progress in the</p>		

first term particularly in relation to practical work.
Year 10 recruitment is at 64 applications and Year 12 at 184 applications. There will be around 122 Year 12 places. The NOR in current Year 10 is 36 and in Year 12 is 56. 1:1 meetings with students and parents are proving helpful with the focus on the curriculum and employability skills and clear communication on expectations and standards. Stricter boundaries will be in place in September and the staff are now well established and on message.

Student views were mixed. Some felt very positive about their teachers and their experience of learning and others felt that some teachers were negative towards them (maths) and that the UTC had not lived up to the promises and to their expectations. This is partly due to the cramped (described as claustrophobic) conditions and the limited learning environment which should be addressed once in the new building. They were all positive about engineering. The Principal and Governors were concerned and have since the EA visit conducted a student survey across the student body which shows that the large majority of students are extremely positive about their experience.

A careful exploration of the provision for the very small number of girls is important as their attendance is below that of the boys even if small numbers skew this.

Summary - progress in addressing ROM risks & agreed actions / next steps

The Principal, Vice Principal and other senior staff work well together with a common purpose of making the UTC successful. At the end of the first year very good progress has been made. The staff retention of 100% indicates that they are well supported by staff who enjoy being at the UTC and are aware of the changes that will greet them in September. The on-going challenges of the temporary accommodation have become tiresome for staff and students and the prospect of opportunities offered by the new building is motivating them.

Key Challenges:

1. Strategy to deliver the vision and self evaluation to monitor progress

Development planning and self-evaluation are starting to develop the longer term understanding of what the UTC needs to do next. There needs to be clarity about the way in which the UTC's strategic document aligns with the 5 year Trust strategy plan and how the UTC KPIs are agreed along with associated performance management measures for the Senior Leaders. Explicitly aligning the UTC's vision, strategy, KPIs and self-evaluation with governors' responsibilities for monitoring and evaluation of performance through support and challenge, using the external and internal educational data and information measures to do so, will support the accuracy of self evaluation. The Principal and the Chair of Governors need to include systematically a range of student and parent voice activities to feed into the senior leaders' and governors' methods of self

evaluation. Nothing a student says should be a surprise to those who lead the school.

2. **Safeguarding** - The Principal and Vice Principal DSL must continue to tighten the processes and application of the detail around safeguarding procedures to eliminate unnecessary gaps or omissions in their safeguarding arrangements and information.

3. **Quality of Teaching and Learning** - to develop consistently good teaching; curriculum and lesson planning, accurate assessment, effective marking and feedback, standardisation and moderation, a true reflection of students' progress and learning, developing consistency of whole school practice

The UTC's vision to offer an outstanding education with high academic standards in a technical context is closer to being met with the move to the new building. The limits of the temporary accommodation have meant that some students have not had the level of practical work they need to achieve the highest grades. This will need to be intensely remediated for Year 11 and 13 next year.

Teaching and learning remains inconsistent. Evidence of strong teaching and good student progress in English and Engineering is not yet replicated in Maths. Whilst leaders feel that progress is strong overall in Maths they felt that there is work needed in terms of the quality of differentiation and feedback as well as driving consistency across the department. The whole school marking and feedback policy is not consistently applied. Marking is good in some subjects. The good practice in feedback found in English could be used as an exemplar and students would benefit if all staff would achieve the same quality. Student response to feedback is patchy.

Leaders need to spend more time in the UTC classrooms in the Autumn Term to check quality of new staff and to ensure that student progress is being accelerated in the new building. In addition a focus on differentiation for high and low attaining students is needed through an evaluation of their curriculum diet and suitable coursing for every student. A curriculum review has led to the UTC developing a Level 2 pathway of Engineering GCSE and BTEC Enterprise for Year 12. Further consideration of the curriculum will continue through 2017-18.

Staff retention is 100%. 6 new staff have been recruited for September. A full time SENDCo has been appointed. All teaching positions have now been filled for September. Frustrating for leaders that after contract signing two new appointees decided not to come and remained in their schools on more money. This reflects the challenges faced by the UTC in attracting the best staff.

4. UTC Recruitment and Viability

One of the key challenges facing the UTC is student recruitment, in particular, the UTC must maintain viability and retain students throughout their courses, as well as build their reputation to attract new students in operational years 3 and 4. Students in all years will have high expectations about what is going to be different about their learning experiences in the new building and they must not be disappointed.

Sponsor lead experiences through Skanska and LSBU this year have been positive. Industry project work needs to be better communicated to students for what it is. Unless specifically badged as employer projects / challenges the students take it for granted as part of their ordinary lesson routines and don't recognise it as special. Student expectations need to be more carefully managed by staff in order to avoid students feeling demoralised.

A professional marketing approach would support the UTC to use a more sophisticated approach both within the local community and further afield. The new building as a base for events and open days will enable a far more tangible experience for prospective students.

Section 4: Strategic Planning - Governance, Leadership & Staff

Effectiveness of leadership and management

<p>Next Steps</p> <ol style="list-style-type: none"> 1. There needs to be clarity about the way in which the UTC's strategic document aligns with the 5 year Trust strategy plan and how the UTC KPIs are agreed along with associated performance management measures for the Senior Leaders 2. Explicitly aligning the UTC's vision, strategy, KPIs and self-evaluation with governors' responsibilities for monitoring and evaluation of performance through support and challenge, using the external and internal educational data and information measures to do so. 	<p>The pace of improvement has been good indicating strong leadership and governance.</p> <p>The Trust is currently pulling together a number of trust level processes:</p> <ul style="list-style-type: none"> • A risk register which will be shared across all the MAT schools • A governance self-evaluation / review /assessment at the end of the year through a questionnaire • Use the evaluation to complete an analysis of where improvements are needed. <p>The CEO is bringing in an external consultant to complete a UTC Governance Review after a full year and the Trust Governance will be having a full review as well. This is how the Trustees are holding the CEO to account. The Trust has yet to outline the exact contribution of all partner schools.</p> <p>The honesty and openness of the Trust is seen as a positive approach to increasing effectiveness. Governors met with Learning Leaders without the Principal which was very helpful to governors and they have introduced the Governors' Challenge Fund for staff to bid and suggest development projects. This is helping governors to assess areas for development.</p> <p>Governance is strong with good people striking the right tone – there is some educational experience on the Board with a serving secondary HT and an ex primary headteacher. Governors are very committed but it is a learning experience for them. More training is in place and next year there will be greater focus on the educational aspects of the UTC, moving away from the PSG mindset.</p> <p>It has been a challenging first year for the Principal and there has been a high level of challenge from governors. This needs to be tempered with the appropriate support for the Principal as a new Head. The S2S support from Dunraven has provided positive opportunities to draw on their experience and expertise. The Dunraven Headteacher is mentoring the Principal and the Vice Principal is working with Dunraven to complete his NPQH.</p> <p>With the support of Dunraven, Lambeth SI Team and others the Principal continues to tackle the key priorities and is strategically planning ahead – an initial three year plan is now in place after producing an initial outline SEF. More work on these two documents is needed to bring them into alignment.</p> <p>The Governors and Principal came to a strategic decision</p>
--	---

	<p>about the numbers of new staff based on applications and recruitment numbers. With an improved staff recruitment process the Principal is confident that the QTL is going to be consistently good next year. The increase in staff numbers is on track with 6 new staff recruited for September. A full time SENDCo has been appointed to bring greater capacity to the UTC in a range of ways. The UTC is fully staffed for September. Frustrating that after contract signing two new appointees decided not to come and remained in their schools on more money..</p>
<p>Section 2: Curriculum, Teaching & Learning</p>	<p>Quality of teaching, learning and assessment</p>
<p>Next steps:</p> <ul style="list-style-type: none"> • Through a whole school review with Dunraven confirm judgements about the teaching profile across the UTC. • Improvements in the consistency of marking and student feedback. • Evidence of collaborative learning to promote teamwork and increase student confidence in Maths • Review the evaluation of interventions for their impact on learning and progress. 	<p>Involvement of Dunraven as S2S Support is developing. A joint CPD plan has been based on priorities identified in lesson observations. The two full staff training sessions were practical and hands on. It was well targeted and has strengthened staff confidence in the quality of their teaching for learning. The Principal is planning a whole school review next term with Dunraven staff to ensure that UTC Leaders are accurate in their judgements about QTL. Cross moderation with Dunraven in English and Science has been helpful. Leaders are more confident about the accuracy of student progress data but external verification needs to be stronger as does the evaluation of interventions for impact on learning. The Principal feels that there is much greater consistency in the use of data this term.</p> <p>Improvements to baseline assessments on entry will support planning and teaching; for new Year 10 along with KS2 results there will be a range of tests including CATs, GLAssessments in English, Maths and Science plus the PASS survey. There will also be 2 pieces of GCSE level written work for English. Year 12 baseline will be by subject.</p> <p>A SENDCo has now been appointed which will increase in school capacity to identify and support students with a range of needs including new students with EHCPs Greater focus on stretch and challenge is needed for next year as the student profile is more able and the Principal identified some 'high fliers' amongst the applicants. There are 6/7 new staff joining in September and they will bring a new approach. Identifying staff strengths will be a critical aspect to building capacity in the school and developing lead practitioners.</p> <p>Year 10 students have continued to make excellent progress in English and students indicated that they feel they are really improving in their literacy. Student voice needs to be sought and shared with leaders and teachers</p>

	<p>in order to provide a realistic view of the learning in the classroom across the UTC.</p> <p>The EPQL3 is being well used at KS5 and is providing students with confidence and work focused project research that gives them a deeper understanding of their specialist study. This could be introduced at KS4 with EPQL1 and L2.</p>
<p>Section 3: Student Care, Support & Safeguarding</p>	<p>Personal development, behaviour and welfare (including whether all safeguarding arrangements are effective)</p>
<p>Next Steps</p> <ul style="list-style-type: none"> • Governors and senior leaders set specific attendance targets for next year both for individual students and for the whole school so that the focus on new Year 10 and 12 will be in place from Day One. • Further work on Safeguarding is needed : <ul style="list-style-type: none"> ○ this term: the DSL to complete the LAC training ; HR to check all personnel files for two references; ensure the new IT system has the tool for monitoring software in place; safer recruitment updates are completed ○ next term - new student files to be collected in September to address the issue of predecessor schools not handing over files promptly. ○ Senior leaders need to monitor all aspects and details of safeguarding procedures to ensure that there are no unnecessary gaps or omissions in their safeguarding arrangements and 	<p>The UTC leaders, staff and governors all place student safety at the top of their priorities and are keen to ensure students' welfare and behaviour is good. Attendance is improving from 93.7% in March to 94.1% now. PA is 18.6%. New rewards are being developed eg Year 10 work experience placements went to good attenders first. Specific attendance targets should be set for next year both for individual students and for the whole school so that the focus on new Year 10 and 12 will be in place from Day One. The good practice from Dunraven could usefully inform practices at the UTC.</p> <p>Given the previous experiences of some students, exclusions are low, 1 PEx; 12 FTE of 7 students across 18 days. Internal exclusions are recorded centrally through a formal process – 18 students have had 28 days out of classes and are often engaged with the Pastoral Management Team to reflect about their behaviour. Greater analysis of need of the excluded students could provide an insight into how to increase their commitment and motivation for learning.</p> <p>Aspects of Safeguarding have been tightened. The Safeguarding governor is in place. Governors have had a special catch up training session. Further work is needed this term: the DSL to complete the LAC training; HR to check all personnel files for two references; ensure the new IT system has the tool for monitoring software in place; new student files to be collected to address the issue of predecessor schools not handing over files promptly. The Lambeth Safeguarding Audit is being done again next term to a November deadline. The Safeguarding and other associated Policies have been reviewed and any necessary amendments have been made. Safer Recruitment training has been updated by 2/4, 2 more remain to do the updates completed. The SCR has been updated with governors' details from the Trust. Full safeguarding training for all staff from Lambeth will take place in September. Last term Lambeth LA provided a 2 day Prevent workshop for students. There is a greater</p>

<p>information and that the SBUTC is consistently fully compliant.</p> <ul style="list-style-type: none"> ○ Student voice is systematically used to inform self-evaluation and to reflect on the attitudes and mindset of the student body. <p>This will be an area for further discussion and scrutiny at the next visit.</p>	<p>focus in PSHE on students keeping themselves safe.</p> <p>Some Year 10 students we spoke to on this visit were less positive than previously. There was variation in their response about the quality of care and learning they experienced. Some felt it was the best, others felt differently. All were able to identify a piece of work of which they felt proud with Engineering emerging as the subject where they felt they had made most progress. Some Year 12 students felt they had not completed enough practical work and that employer engagement was too limited. Some felt that working with employers was highly motivating and they were enjoying the practical work which had a clear industry product focus. The EPQ was seen as an interesting and useful opportunity to develop their own interests and would help in their next stage applications.</p> <p>More mental health issues are emerging. The pastoral team are alert to this and are working closely with external agencies around individual students.</p>
<p>Section 1: Education Planning, Standards and Progress Tracking</p>	<p>Outcomes for children and other learners (include achievement of groups – SEN, EAL PP, More-able etc.)</p>
<p>Actions from the ROM:</p> <ul style="list-style-type: none"> ● Confirm the accuracy of student data and verify the A8 score to make accurate triangulated judgements about teaching and learning over time ● Use target setting and individual learning plans to accelerate learning for students at risk of under achievement. ● Governors provide challenge to middle leaders especially in Maths <p>This will be an area for further discussion and scrutiny at the next visit.</p>	<p>Target setting and students' knowledge and understanding of their targets remains variable. This is an important aspects for students who are underperforming, disadanteaged or have SEND in order to accelerate their progress. The next stage is to use the student progress data to make accurate triangulated judgements about teaching and learning and to confirm judgements about the teaching profile across the UTC.</p> <p>The UTC is using its in-house data systems with pupil data for Lambeth students. The results will be issued by group to coaches and teachers and used for target setting. The UTC will assume better than good progress to the end of KS4 and backward map the progress trajectory to the start of Year 10. Currently there is a spikey data profile and staff's professional predictions are based on all data including the student's trajectory against the flight plan.</p> <p>The current professional prediction of Attainment 8 is 56.6 (Nat 48.5). The Principal is confident this is accurate as he thinks the extra teaching time, good teaching in English, Engineering, Maths and Science has brought students up as has the way staff use the CWAG to plan individual interventions for students. Cross moderation across the subjects confirms the standards. However there is considerable variation amongst individual students.</p> <p>Governors need to examine and explore how they monitor performance and challenge middle leaders in relation to</p>

	the quality of teaching and learning, student outcomes and progress across the school and especially in Maths.
--	--

Agenda Item 6

	CONFIDENTIAL
Paper title:	SBA Draft Strategic Plan
Board/Committee:	South Bank Academies Board
Date of meeting:	7 December 2017
Author:	Rao Bhamidimarri
Sponsor	Dave Phoenix
Purpose:	Discussion
Recommendation:	The Board is requested to discuss and comment on the draft Strategy.

Executive Summary

The attached SBA Strategy was discussed at the MAT Strategy Day on 21st November 2017 and incorporates inputs from the Governors, Principals of the two schools, and Trust staff.

This page is intentionally left blank

Confidential

South Bank Academies – Towards 2020

Creating professional opportunities for young people in South London

Draft Strategic Plan

Version 1.0 – final draft

Our Vision

To provide world class professionally focused educational opportunities with a broad-based curriculum and co-curricular programmes that ensure our students are most sought after by universities and employers.

We achieve this in partnership with London South Bank University, employers and South London communities, through innovative student led learning strategies and cutting edge learning environments.

Foreword

The education system has seen a significant change over the last six years with the emergence of multi-academy trusts, university technical colleges (UTCs), studio schools and free schools.

London South Bank University launched a STEM Academy in Southwark in 2014 to support the development of employment oriented education in South London. The Academy quickly established itself as a school of choice in our community. We extended the STEM educational opportunities further by opening a UTC in Brixton for 14 – 19 year old young people in Lambeth and neighbouring boroughs. The Academy and the UTC are now part of the South Bank Academies Trust sponsored by the University.

We are excited by the enthusiasm of our communities for STEM education and recognise the need for professionally educated scientists and engineers to support our country's industry and the economy in this rapidly developing technological environment. Benefitted by the developments in information technology and social media, the young people today are much better informed and they better positioned to make right choices for their education and career direction. As the demand for employment oriented education increases, the South Bank Academies Trust recognises that its responsibility to create high quality STEM provision to meet this demand. The Trust intends to expand the number of academies within the Trust further over the coming years. We intend to open two more academies in South London Boroughs by 2020.

Our academies are closely aligned with London South Bank University will all teachers and students designated as associate members of the university community. The students and staff of the academies can access university facilities such as the laboratories, library and the Academy of Sport. They seek to provide a STEM based, employer focused education whilst ensuring the holistic development of each individual student. Our primary driver is to ensure we play an active role in helping each of our students develop to their full potential irrespective of background.

We at the Trust are ambitious for our students, their attainment and future career paths. We have created purpose designed infrastructure to support the distinctive curriculum and learning. All of us at the Trust, the Directors and the staff, are excited by the opportunities and challenges the education sector has the potential to offer, and we are committed to making a positive difference to the education of young people in our communities.

I am delighted to present our strategic plan, which charts a course for 2020 and beyond.

Professor Dave Phoenix OBE
Chair, South Bank Academies Trust

Introduction

I am pleased to introduce the South Bank Academies- Towards 2020, the strategic plan for our Trust. The South Bank Academies Trust is committed to creating professional educational opportunities for young people in South London. Our academies and colleges offer specialist curriculum within the broad STEM framework in collaboration with our main sponsor, London South Bank University, and employer partners.

We recognise that education is the most powerful route for transforming lives and that the young people get only one chance for secondary education. We are relentlessly ambitious for our students and we aspire to set the agenda for future secondary education. Parents and students make an important choice in selecting our academies in the expectation that we do everything possible to not only help the students attain excellent scores in the examinations, but also prepare them for progression into higher education, apprenticeships or employment.

Although our Trust is young, having been established earlier this year, its support to the education in South London is rapidly developing. We are also delighted with the way the collaboration with world leading employers and the University is developing. Partnerships with employers is important to us, as employer links provide a real world context to the education through mentoring and internships, but also offer apprenticeships and employment opportunities for our students. The access to the University's staff and facilities means our students have an enormous advantage in their learning and personal development.

We are ambitious for our students, our academies and the Trust. Over the coming five years, we expect to grow significantly at individual academy level and as the Trust by enlarging the number of students at each of our academies and by increasing the number of academies and colleges.

It is an important time for us at the Trust and this plan not only articulates our ambitions, but also helps us to be on track to achieve our goals over the coming years.

Professor Rao Bhamidimarri
Chief Executive

Strategy at a glance

Key outcomes 2017-2020

Outcome 1 : Student Success We will apply the principles of our educational framework to help ensure academic achievement and have the skills needed for career success

Goal 1 Student Progress, Attainment and Success

All our students will show high levels of achievement and will be in higher education, apprenticeships or employment upon completion of their studies regardless of their background.

Goal 2 Student welfare and engagement

Academies and colleges provide safe and secure environments for our students. The curriculum structure, learning & teaching and student support foster confidence and enterprise.

Outcome 2 : Real world impact : Our learning environment will help prepare pupils for life in the real world;

Goal 3 Innovative and Entrepreneurial Learning Environment

Academies and Colleges will have the cutting edge science and engineering infrastructure and a learning environment to facilitate innovative project based learning.

Outcome 3 – Access to Opportunity: We will provide access to new networks and opportunities through collaborations with local partners

Goal 4 Collaborative Development

Academies and colleges of the Trust and their students develop collaboratively with the University, industry partners and the communities.

Enablers:

Goal 5 Effective resource management

Economic, effective and efficient resource management will ensure financial sustainability and re-investment in continuous improvement and growth of academic and physical infrastructure.

Goal 6 People and organisation

Our Academies and Colleges offer development support to all our staff to attract and retain high quality staff and to ensure that we have high performing institutions.

Outcome 1: Student success

Our academies adopt a distinctive educational ethos in which the students play a key role in setting the agenda for their own learning, supported and mentored by teachers and, university and industry partners. The STEM curriculum is integrated with creative arts as we strongly believe creativity is the foundation for professional success of our students, regardless of the career path they choose. Project based learning is a key platform for learning in our academies not only to enable students to take control of their own learning, but also to foster transferable skills such as self-organisation, team work, time management, value for money etc, which the employers demand.

The schools' focus activity around our educational framework:

- We provide the knowledge needed to succeed
- We enable learning through the application of knowledge to ensure understanding
- We emphasise the use of extra-curricular activity to develop confidence
- We use links to business and the professions to help provide insight into future roles and opportunities

Progress and attainment are extremely important, but we are relentless in our work to enable our students to develop as rounded professionals. Our commitment is to each every one of our students regardless of their background and prior achievement. Therefore, our learning and teaching, and support are personalised taking into account individual needs.

Secondary School students are mature enough to take on responsibility and act increasingly independently, but to get the best out of their learning, they need a safe environment. The Trust recognises that safeguarding and promoting the welfare of all children in the academies is the responsibility of all who come into contact with them. The children must receive the right help at the right time to mitigate risks and to prevent issues escalating. We will ensure that our students grow up with the provision of safe and effective care, and that action is always taken to enable all children to have the best outcomes.

Goal 1 Student Progress, Attainment and Success

All our students will show high levels of achievement and will be in higher education, apprenticeships or employment upon completion of their studies.

Where our Schools will be by 2020

- Our Key Stage 4 and Key Stage 5 attainment and progress levels will put us in the top 25% of schools nationally
- All our students will participate in enrichment programmes and all students will progress into higher education, apprenticeships or employment
- Disadvantaged and other vulnerable groups of students perform in line with their peers.
- Internal assessments will show that all of our teaching is consistent with Good or Outstanding schools.

The role of our Trust – by 2020

- Our academies and colleges will be outstanding places of learning and personal development for young people in South London communities

- We will offer additional certificated education and training opportunities for our students in partnership with the University and industry partners to enhance career opportunities for our students
- All of our institutions will be rated 'Good' or better by Ofsted, maintaining a strong reputation for the group

Goal 2 Student welfare and engagement

Academies and colleges provide safe and secure environments for our students. The curriculum structure, learning & teaching and student support foster confidence and enterprise.

Where our Schools will be by 2020

- Our students will be preferred by good universities and world leading employers
- We will aim for no permanent exclusions across any of our academies and colleges
- We will grow our whole schools attendance records to 97%
- External health and safety audits will record that our academies have no critical incidents each year
- Every one of our students will participate in enrichment programmes including voluntary projects

The role of our Trust – by 2020

- All teaching posts will be filled with high quality staff.
- We will aim for a record of zero critical safeguarding issues within our institutions
- All governors will maintain fully training on safeguarding, including Prevent and e-safety
- We will keep up to date and functional data protection policies

Goal 3 Innovative and Entrepreneurial Learning Environment

Academies and Colleges will have the cutting edge science and engineering infrastructure and a learning environment to facilitate innovative project based learning.

Where our Schools will be by 2020

- Students and parents will celebrate our success with at least 95% Satisfactory returns to our Key Stage 4 and Key Stage 5 questionnaires
- Feedback from employers and industry will be at least 90% positive each year
- We will ensure that all students have access to a computer or device Each school will grow the number of sponsor-led student projects to at least 6 each year
- Students at each school will be able to access University modules

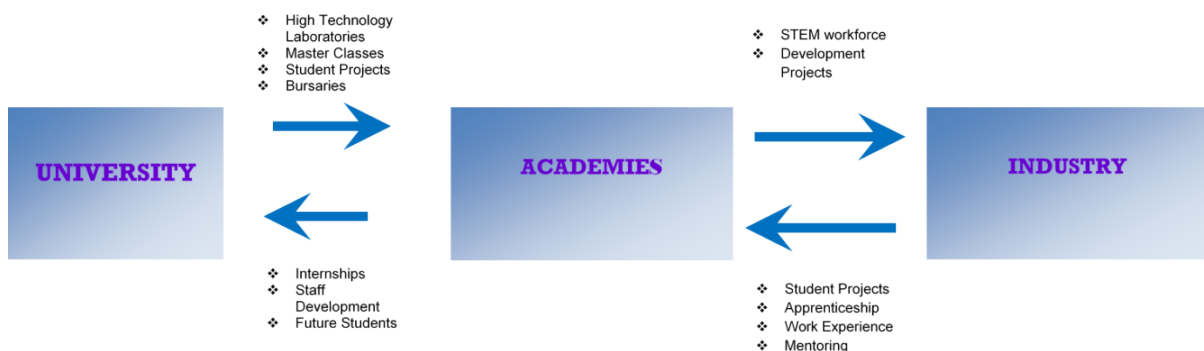
The role of our Trust – by 2020

- We will have innovative learning environments in our academies and colleges that will promote student led learning with access to state of the art infrastructure

Outcome 3 – Access to opportunity.

We constantly renew the learning resources including science and engineering equipment in line with the real work place standards. The employer links offer distinct advantage to our students by working directly with practising scientists and engineers on real world projects.

Our academies have growing links with LSBU as well as the employer sponsors and partners. The students of the academies benefit from access to high technology laboratories and expertise at the University. LSBU staff offer workshops and demonstrations to the students of the academies. Students and staff of our academies are recognised as the associate students and staff of the University. We intend to grow these links further in the form of supervision of projects for 6th form students by LSBU staff and Year 13 students opting to study University modules. Access to the LSBU Academy of Sport is extended to the students of the Trust. The students benefit from work experience, study visits and projects offered by our industry sponsors and partners.



Goal 4 Collaborative Development

Academies and colleges of the Trust and their students develop collaboratively with the University, industry partners and the communities.

Where our Schools will be by 2020

- Every one of our students will engage in post 16, Further Education course of study or apprenticeships All of our post 16 students will have mentoring or work experience placements
- Parent engagement will be 95%
- Staff and resources will be deployed across the Trust to maximise value and impact.

The role of our Trust – by 2020

- We will establish two more schools within South London boroughs by 2020 to enhance collaborative learning opportunities for our students
- We will expand the number of masterclasses or workshops led by employers and universities and enhance opportunities for interaction of students and staff with business and industry
- We will ensure London South Bank University and employer partners is integral to the learning and personal and professional development of our students

Enablers

The Multi-Academy Trust model has a number of advantages in terms of sustainability and effective use of resources. These include sharing best practice between schools, economic advantages such as centralised services and the ability to focus funds where they are needed, increased and flexible staffing resources and the potential for establishing succession planning programmes for staff, and thereby retaining good staff who may otherwise have left. In order to realise these benefits, there needs to be effective mechanisms for collaboration between the academies and colleges within the Trust and between the academies and the sponsors.

The funding environment for the secondary sector is uncertain. The reduction in Post 16 funding along with the proposed fair funding formula, which will adversely affect the academies in the Trust, will increase pressure on our budgets. Effective resource management is a key enabler for the success of the Trust and our academies. The Trust is committed to growing the number of academies and this requires resources during the establishment phase of new academies in addition to the continuous enhancement of existing academies.

Our academies are committed to providing outstanding teaching and learning with appropriate learning and development support. We set high expectations for every student regardless of their background and attainment at the time of joining our academies. We provide continuing professional development opportunities to our staff enabling them to remain at the forefront of their subjects and pedagogy. We also undertake research into heutagogy or self-determined learning to continuously improve our innovative approach to learning and teaching.

Goal 5 Effective resource management

Economic, effective and efficient resource management will ensure financial sustainability and re-investment in continuous improvement and growth of academic and physical infrastructure.

Where our Schools will be by 2020

- All our schools will be graded “Good” or better by Ofsted.
- 1.5% of each school’s income will be self-generated through Enterprise and commercial activities
- Our staff costs will not exceed 75% of our General Annual Grant income
- The Local Governing Bodies will meet at least 5 times a year to ensure effective Governance and support to the Principals.

The role of our Trust – by 2020

- The annual surplus in our Trust accounts, and all Trust schools accounts, will have risen to 3% of income
- The Trust will offer comprehensive central services to schools so that the schools focus on enhancing teaching & learning and student support.
- Costs of running the Trust will not exceed 6% of the incomes of our schools to ensure that investment in learning & teaching and student support is maximised.
- Our Trust will meet at least 4 times each year, and ensure 100% of our statutory requirements are met.
- Annual audit will be authorised and returned to DFE, and returns made to Companies House, on time each year

-

Goal 6 People

High quality staff will embrace the challenges of curriculum innovation and novel pedagogies and take particular pride in creating a distinctive learning environment and learning community.

What our people profile look like by 2020

- As Associate staff of the University our Trust staff will embrace the distinctive education vision of the Trust and through access to materials and support will be confident of challenging the *status quo* in learning and teaching
- Staff feel they are valued and are fairly rewarded as reflected by below average staff turnover rates

What the Trust will do to support staff

- The Trust and the University will make staff development programmes available to all staff
- The Trust, working with the University will develop and implement an organisational development plan for each of the schools
- The Trust will identify career progression opportunities across the Trust consistent with the MAT strategy

Our Values

Excellence

We strive to do our best and excel in everything we do to achieve the best outcomes for our students. Our academies will be outstanding and will set a bench mark for others to follow.

Professionalism

The students and staff at our academies embrace a culture of individual as well as collective responsibility and high quality delivery in all our activities.

Inclusivity

South Bank Academies are proud to represent our diverse communities, offering opportunities to thrive and excel through mutual respect and learning from each other.

Integrity

We are an educational institution committed to creating educational opportunities for young people in South London. Honesty, sincerity and openness transcend the activities of the Trust and our schools.

Creativity

The ethos of education in our academies is to nurture the inherent curiosity and creativity in pupils, to support innovation and the skills they will need in whatever career path they choose.

	CONFIDENTIAL
Paper title:	South Bank Academies – MAT Risk Register
Board/Committee:	South Bank Academies Board
Date of meeting:	7 December 2017
Author:	Claire Viner
Sponsor:	Rao Bhamidimarri
Purpose:	For Information; to provide the Board with South Bank Academies’ organisational risk register.
Recommendation:	The Board is requested to review the organisational Risk Register.

Executive Summary

The purpose of this report is to provide information to the South Bank Academies Board to review the MAT level Risk Register for 2017/18.

The register highlights the key risks under seven key categories;

- Compliance
- Safeguarding
- Finance
- Staffing
- Pupils
- Infrastructure
- Reputation

The register calculates the risk level associated to each risk by combining the probability of the risk, the impact and the combined risk level. Also listed are the actions that the MAT has taken to mitigate each risk.

Each risk has an ‘Owner’ who takes responsibility for the risk and ensures that the mitigating actions are undertaken and impact of the actions on the risk level reviewed. If required, additional actions are identified and implemented.

The Register is a working document and is reviewed by the CEO and CFO on a termly basis. All current risks will be re-assessed and emergent risks will be added.

Risk Register

Current Establishments within the Trust

University Academy of Engineering
South Bank



South Bank Engineering UTC



Area	Risk	Impact description	Probability assessment	Impact assessment	Combined risk level	Mitigating actions	Owner	Last reviewed	Date for next review	Status	Change
Compliance	Inappropriate Governance structure and organisation	Failure to achieve mission and objectives of the Trust. Poor decision making and information flow. Potential	1	3	3	Periodic Ofsted inspection. Qualified and experienced Governance support. Skills audit &	Chair	Jun-17	Termly	Open	→

		non-compliance.				annual review of trust performance					
Compliance	Inadequate level of challenge and ineffective local governance affects Trust overall	Failure to achieve mission and objectives of the Trust. Poor decision making and information flow. Risk of one establishment not following Trust procedures.	1	3	3	Representation of the Trust on local governing bodies. Annual review of local governing bodies including external audit.	Chair	Feb-18	May-18	Open	→
Compliance	Serious breach of health & safety regulation or disability legislation occurs	Risk of litigation and Reputational risk.	1	3	3	Policies and procedures consistent with relevant legislation. Independent audit on Health and Safety and Policies. Regular reports to the board. Adequate insurance cover. Probability rating currently higher than normal due to new	CEO	Feb-18	May-18	Open	↓

						building used by UTC.					
Compliance	Failure to comply with Companies House and DfE regulations	notice given on non performance and litigation. Potential fine.	2	3	6	Timely Prep of audit. Preparation & submission of annual report. Termly internal audit.	CEO	Feb-18	May-18	Open	→
Safeguarding	Safeguarding incident at one of the schools.	Risk to reputation nationally and locally, DfE and HSE intervention depending on scale of the event.	2	3	6	All schools employ the services of experienced staff with appropriate safeguarding qualifications. All staff and governors are given safeguarding and prevent training. All students and staff complete e-safety training and firewalls are in place to secure all ICT networks.	CEO	Feb-18	May-18	Open	→

<p>Finance</p>	<p>Changes to Funding via Government policy</p>	<p>Potential loss in income.</p>	<p>1</p>	<p>3</p>	<p>3</p>	<p>Monitoring of Government policy, Long term forecasts, Financial expertise at Operational and Trustee level</p>	<p>CFO/CEO</p>	<p>Feb-18</p>	<p>May-18</p>	<p>Open</p>	<p>↓</p>
<p>Finance</p>	<p>Poor financial performance by one or more school</p>	<p>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 DfE letter.</p>	<p>1</p>	<p>3</p>	<p>3</p>	<p>Trust financial controls and procedures in place and communicated to all staff. Monthly Management accounts, Schedule of delegation, Budget monitoring by LGB and the Trust, Internal and External Audit. Regular reports to Trust members. Financial expertise at Operational and Trustee level</p>	<p>CFO/CEO</p>	<p>Feb-18</p>	<p>May-18</p>	<p>Open</p>	<p>→</p>

<p>Finance</p>	<p>Financial controls and systems are not adequate or maintained</p>	<p>Risk that policies and procedures are not followed and that value for money is not considered in procurement and staff costs.</p>	<p>2</p>	<p>2</p>	<p>4</p>	<p>Trust financial controls and procedures in place and communicated to all staff. Monthly Management accounts, Schedule of delegation, Budget monitoring by LGB and the Trust, Internal and External Audit. Regular reports to Trust members. Financial expertise at Operational and Trustee level</p>	<p>CFO/CEO</p>	<p>Feb-18</p>	<p>May-18</p>	<p>Open</p>	<p>→</p>
<p>Staffing</p>	<p>Failure to recruit key management posts and Inadequate competency of staff within the Trust or the Schools</p>	<p>Staff not able to carry out their duties, poor management and decision making, poor quality of teaching and learning leading to poor student outcomes. Unsatisfactory Ofsted grading</p>	<p>2</p>	<p>3</p>	<p>6</p>	<p>Thorough recruitment programme, comprehensive professional development, Strong Appraisal system. Competitive remuneration and career development</p>	<p>CEO/Principals</p>	<p>Feb-18</p>	<p>May-18</p>	<p>Open</p>	<p>↑</p>

		leading to reputational risk.				t.					
Staffing	Inadequate number of staff within the Trust or the Schools	Inadequate teaching and learning and student support, leading to poor outcomes.	1	3	3	Monthly monitoring of staffing levels from all schools, independent exit interviews for all staff, comprehensive recruitment processes.	CEO/Principals	Feb-18	May-18	Open	→
Pupils	Failure to recruit sufficient number of pupils in Trust schools	Reduction in pupil led income which could lead to cash flow or long term financial problems.	2	3	6	Trust and school Marketing capacity and delivery effective admissions processes. Monthly reports on pupil numbers for monitoring. Networking with feeder schools	CEO/Principals	Feb-18	May-18	Open	→
Pupils	Poor students outcomes in Trust schools	Poor examination results could cause a reputational and financial risk. Detrimental to student	2	3	6	Teaching and Learning constantly monitored and reported. Termly attainment reporting	CEO/Principals	Feb-18	May-18	Open	→

		futures/careers.				sent to management and pupils. Principal reports to local governing body.					
Infrastructure	Land and Buildings are fit for purpose.	Damage to property due to poor maintenance could cause disruption to business continuity and cause damage to pupils learning and Trust reputation	1	3	3	Maintenance programme in place and monitored by a Trust staff member. Adequate budgets for building maintenance. Regular site checks by facilities teams	Trust Business Manager/ CEO	Feb-18	May-18	Open	→
Infrastructure	Failure to safeguard schools or assets from theft or damage by third party	Damage to building and assets. Health and safety risk to students and staff. Reputational damage and poor learning outcomes.	1	2	2	Adequate security systems and budgetary allowance for upkeep and maintenance. Asset registers at each establishment. Adequate insurance	Trust Business Manager/ CEO	Feb-18	May-18	Open	↓

Reputation	High profile event in one school affects Trust overall	Risk to reputation nationally and locally depending on scale of the event.	1	3	3	Each School and the Trust has a Critical Incident plan which is regularly assessed listing a delegation of duties in the event of an emergency situation.	CEO	Feb-18	May-18	Open	→
------------	--	--	---	---	---	---	-----	--------	--------	------	---

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

This page is intentionally left blank

Agenda Item 8

	CONFIDENTIAL
Paper title:	SBA Revised Budget 2017/18 and management accounts to 31 October 2017
Board/Committee:	South Bank Academies Board
Date of meeting:	7 December 2017
Author:	Claire Viner
Sponsor:	Rao Bhamidimarri
Purpose:	For approval
Recommendation:	To Board is requested to approve the revised budget 2017/18.

Executive Summary

The purpose of this report is to provide information to the Board to approve the 2017/18 Budget.

Shown within this report;

- A consolidated Trust wide budget
- Individual budgets for both schools
- A Central Service budget
- Analysis of income and expenditure
- Benchmarking based on the DfE's benchmarking data

To Board is requested to approve the revised budget 2017/18.

Introduction

The purpose of this report is to provide information to South Bank Academies Board to approve the revised budget for the 2017/18 academic year.

The information within the report should give assurance of the Trust's financial position and assist decision making over the period covered.

The report covers the Trust as a whole followed by budget reports for each school.

Budgets were set in collaboration with the Principals' at each school, staffing levels which represent the majority of the expenditure have been set to meet curriculum and safeguarding needs.

Summary

Income	Initial Budget 2017/18	Revised Budget 2017/18	2018/19	2019/20	2020/21	2021/22
GAG Income	5,746,588	5,733,468	7,580,976	9,004,072	10,012,621	11,055,349
Start Up Grants	323,500	323,500	92,000	-	-	-
Other Government Income	697,700	397,344	787,074	675,750	718,632	749,515
Other Income	226,425	212,250	265,449	316,875	353,374	384,647
Prospective Clawback	-	-	-	-	-	-
Capital Grant	-	-	-	-	-	-
Income Total	6,994,213	6,666,562	8,725,498	9,996,697	11,084,627	12,189,510
Expenditure	2017/18		2018/19	2019/20	2020/21	2021/22
Teaching Salaries	3,105,438	2,758,987	4,165,173	4,978,737	5,440,172	5,853,899
Other Salaries	1,691,744	1,215,968	1,883,880	2,032,963	2,168,167	2,539,518
Other Staff Costs	148,612	234,500	158,893	169,187	174,497	189,821
Building Maintenance & Occupancy Costs	481,901	521,601	541,192	587,409	656,650	691,037
Curriculum Budgets	200,000	479,108	177,406	196,658	216,979	242,647
Consultancy/Professional Services	149,000	149,000	142,250	152,513	207,788	223,078
Catering Costs	323,585	355,060	422,250	505,713	565,516	626,862
Exams	90,750	90,750	160,000	160,000	245,000	255,000
IT Costs	185,540	152,000	216,305	230,743	255,984	275,235
Central Services	-	-	-	-	-	-
Capital Costs	42,000	150,000	35,000	40,000	75,000	100,000
Other Costs	399,000	386,112	523,199	558,769	567,565	586,381
Expenditure Total	6,817,569	6,493,086	8,425,548	9,612,693	10,573,316	11,583,478
Surplus/(Deficit)	176,644	173,476	299,950	384,005	511,312	606,032

Surplus/Income	2.5%	2.6%	3.4%	3.8%	4.6%	5.0%
----------------	------	------	------	------	------	------

Surplus

The overall budget shows a surplus of £173k which equates to 2.6% of the total income. The Department for Education rules stated before 2012 that you were allowed to carry forward up to 12% without any clawback, the Academy Financial Handbook

now states *'these limits have now been removed so that ATs can keep money aside for when it is needed most and build up reserves'*.

Income

The income is as per the statements from the Education Funding Agency (EFA) for each school. Pupil Number Adjustments have caused a reduction in GAG income. The revised salaries as calculated from October 2017 payroll have compensated this. These salaries include the 1% cost of living pay but do not include Performance Management increments. There remains a reserve of £67,000 to cover these costs.

The GAG pupil led income is £5.7m. This is broken down to £4.8m for Pre 16 students and £0.9m for Post 16 students.

Additionally, other income is derived from sources such as Pupil Premium (£175,351), rates rebate, catering income and any self-generated income, such as lettings.

As the staffing capacity increases and the Trust develops history and data it should be possible to attract more self-generated income via sponsorship, trusts or grants. At present the Trust is heavily reliant on GAG income. 87% of all income is GAG related against a local secondary school average of 83%.

The staff costs include the following:

- All new and current staff including 1% cost of living increase (Oct 17).
- Agency supply costs for the year including provision for recruitment costs.
- A provision for Performance Management increments.

Premises Costs

The average local sponsored secondary academy will spend approximately 7.7% of its total expenditure on premises or occupancy costs, the Trust is forecast to spend approximately 7%.

Included within the premises costs are a number of fixed or non-pupil led costs such as rates, utilities and servicing and maintenance agreements. As the pupil numbers grow the income and expenditure will increase and the cost of these items as a percentage of the whole expenditure should decrease, in 2021/22 the forecast percentage is 7.8%.

Economies of Scale

As the multi-academy trust grows and develops there are opportunities to take advantage of its increased size by contracting services and supplies across the Trust rather than schools doing so individually.

The following services have been procured:

- Catering – a one-year contract has been agreed for both sites with JPL Catering. They have been the catering supplier for the UTC since inception and had a year left on their existing contract. They were the preferred choice of both Principals and

the Chief Executive. All being well this year, the current contract will be extended at September 2018.

- Cleaning – the UTC required a cleaning service for their new building and the Academy were experiencing operational problems with their existing supplier. A tendering process took place and the contract was awarded to AIM Cleaning
- Services who are also the cleaning provider for the Academy.

Other costs

Other costs such as regular office supplies and photocopying have been based on historic costs and then extrapolated by their leading factor such as student or staffing numbers.

Ratios

Ratios	Initial Budget 17/18	Revised Budget 17/18	Southwark Secondary Average
Surplus to Income	2.50%	2.50%	0% - 5%
Staff costs to Income	69%	69%	69%
Occupancy costs to GAG (inc. Start Up Grant)	8.80%	7.90%	7.70%
GAG Income as % of Total Income	87%	86%	83%
No. of students	741	754	
Teaching Staff FTE	56.1	51.8	
Agency support staff		11	
All Staff FTE	111.2	91.6	
Teaching Staff %	50%	56%	52%

The benchmark figures provide some contextual analysis comparing the Trust and the Trust's schools budget and forecast against the Local Secondary Average which has been collected via the DfE benchmarking data. However, the DfE do not currently provide benchmarking data for small MATs. They will shortly be introducing data for MATs with 3 schools.

Surplus to GAG remains within the average. Whilst it is good practice to carry forward reserves it should be remembered the revenue income received should be spent on the current cohort and not stockpiled.

Occupancy Costs – Student numbers are below the fully occupied level. We are now able to collate more accurate data for the Academy in terms of utility costs and maintenance contracts. The UTC has just moved into its new building – we should have a clearer picture of their costs at the beginning of next academic year. Contractors are currently still on site and warranties in place therefore maintenance costs are low.

Pupil Numbers

The budget is based on the following 2017/18 pupil numbers, these numbers were submitted to the DfE and approved for funding;

	Academy		UTC		Total	
	Submitted	Actual	Submitted	Actual	Submitted	Actual
Pre 16	510	509	86	88	596	597
Post 16	44	58	101	99	145	157
Total	554	567	187	187	741	754

There are still marketing opportunities to increase the Pre 16 cohort at the UTC. Year 10 is not a time for students to transfer schools normally and recruitment has proved difficult for many UTC's.

University Academy of Engineering South Bank

The table below shows the current financial position for the financial and academic year 2017/18.

Current Forecast for Academic Year 2017/18 (As at 31st October 2017)					Current/ Forecast %	Comparison Last Year Current/ Forecast %	Percentage of Year completed	Comment
Income	Current	Forecast	Budget	Variance				
GAG Income - Pre-16	675,713	4,054,278	4,054,278	0	17%	17%	On Target	
GAG Income - Post-16	38,098	228,587	233,307	(4,720)	17%		PNA	
Start Up Grants	87,667	141,000	141,000	0	62%	33%	Start Up Grants Front ended	
Other Government Income	29,225	245,176	245,176	0	12%	11%	Pupil Premium + SEN - RPA	
Other Income	40,170	236,295	236,295	0	17%	41%	Catering, rates relief, interest, trips	
Capital Grant	0	0	0	0	0%	0%	On Target	
Income Total	870,872	4,905,336	4,910,056	(4,720)				
Expenditure	Current	Forecast	Budget	Variance	Current/ Forecast %			
Teaching Salaries	319,357	1,916,143	1,916,143	0	17%	15%	Staff salaries only	
Other Salaries	110,145	660,870	660,870	0	17%	14%	Staff salaries only	
Other Staff Costs	34,400	172,500	172,500	0	20%	3%	Agency, recruitment	
Building Maintenance & Occupancy Costs	119,000	400,125	400,125	0	30%	9%	Rates paid in full	
Curriculum Budgets	59,584	424,108	424,108	0	14%	13%	On Target	
Consultancy/Professional Services	6,475	92,000	92,000	0	7%	31%	Advertising, SIMS	
Catering Costs	42,140	266,000	266,000	0	16%	16%	On Target	
Exams	0	65,000	65,000	0	0%	0%	On Target	
IT Costs	16,000	112,000	112,000	0	14%	12%	Annual licence renewals 01.09.17	
Capital Costs	0	150,000	150,000	0	0%	0%	On Target	
Central Services	36,825	220,953	220,953	0	17%	0%	On Target	
Other Costs	7,524	268,000	268,000	0	3%	2%	Bank charges / photocopying / minibus	
Expenditure Total	751,450	4,747,699	4,747,699	0				
Surplus/(Deficit)	119,422	157,637	162,357	(4,720)				
	14%	3%	3%					

Notes:

Variance Column: A positive number indicates a better forecasted financial result against the original budget

A negative (bracketed) number indicates a poorer forecasted financial result against the original budget

Forecast Analysis

Income

Income is currently forecast slightly under budget due to Pupil Number Adjustment of £4,720 which has reduced our Post-16 GAG income. This will have relatively little impact on the overall budget for the year.

Start-up grants are 80% received as they are 'front ended' towards the start of the year.

Pupil Premium funding runs from April to March and is therefore correct to March 2018. Apr–Aug 18 is currently estimated based on the current figure of £935 per student.

Expenditure

Expenditure is in line with the revised budget. The above management accounts to 31st October reflect these changes.

2016/17 Accounts

The onsite audit work was completed during the w/c 9th October. Offsite audit work is still ongoing and should be completed shortly.

South Bank Engineering UTC

The table below shows the current financial position for the financial and academic year 2017/18.

Current Forecast for Academic Year 2017/18 (as at the 31st October 2017)					17%		
Percentage of Academic Year passed = 17%							
Income	Current	Forecast	Budget	Variance	Comparison		
					Current / Forecast %	Last Year Current/Forecast %	
Comment							
GAG Income	191,922	1,445,883	1,459,003	13,120	13%	17%	PNA -£13,120
Start Up Grants	81,750	182,500	182,500	-	45%	79%	On Target - Start Up Grants are Front Ended
Other Government Income	2,649	51,895	74,700	22,805	5%	0%	Pupil Premium (Actual) + SEN (tbc)
Other Income	7,228	52,829	39,455	13,374	14%	22%	Catering, rates relief, interest
Transition Funding		23,399	200,000	176,601			Pupil number clawback
Capital Grant	0	0	0	-	-	0%	
Income Total	283,549	1,756,506	1,955,658	199,152			
Expenditure	Current	Forecast	Budget	Variance	Current/F orecast %		Comment
Teaching Salaries	140,474	842,844	888,260	45,416	17%	16%	Reviewed salaries Oct 17
Other Salaries	52,349	314,098	413,400	99,302	17%	14%	Reviewed salaries Oct 17
Other Staff Costs	12,000	62,000	78,267	16,267	19%	16%	Reduced bonus reserve
Building Maintenance & Occupancy Cos	16,953	136,476	134,476	2,000	12%	8%	Added telephone charges
Curriculum Budgets	6,000	55,000	55,000	-	11%	14%	On Target
Consultancy/Professional Services	0	37,000	37,000	-	0%	0%	Central Services Costs Paid in Full
Catering Costs	14,377	86,260	86,260	-	17%	17%	On Target
Exams	0	25,750	25,750	-	0%	0%	No Exam Costs to date
IT Costs	0	40,000	73,540	33,540	0%	4%	Reduced IT requirements due to new build
Capital Costs	0	0	0	-	-	0%	New build
Central Services Cost	11,435	68,612	68,612	-	17%	0%	On Target
Other Costs	10,952	78,612	78,612	-	14%	24%	Marketing, staff benefit, bank charges
Expenditure Total	264,540	1,746,652	1,939,177	192,525.00			
Surplus/(Deficit)	19,009	9,854	16,481	6,627			
	7%	0.6%	0.8%				

Notes:

Variance Column: A positive number indicates a better forecasted financial result against the original budget

A negative (bracketed) number indicates a poorer forecasted financial result against the original budget

Forecast Analysis

Income

Income is less than the Initial Budget. GAG income has been reduced by £13,120 due to Pupil Number Adjustments.

Start-up grants are 'front ended' towards the start of the year.

Pupil Premium was estimated in the Initial Budget. We now have accurate figures which show £22,805 reduction. Pupil Premium funding runs from April to March and

is therefore correct to March 2018. Apr–Aug 18 is currently estimated based on the current figure of £935 per student.

Transitional Funding was budgeted for at £200,000. Low pupil numbers have brought this down to £23,999 and the budget has been revised accordingly.

Expenditure

Staff salaries have been recalculated as at 31st October. These calculations include the 1% cost of living increase received by all staff in their October pay. At this point we were also able to estimate the reserves required for Performance Management increments and bonuses and have reduced this from £43,267 to £27,000.

IT Costs – the new building project has incorporated all the required IT equipment for the school including new laptops for the students. It is therefore considered reasonable to reduce the original £73,540 for IT equipment to £40,000. This includes the UTC's share of IT Managed Services which operates across the 2 schools (approx. £15,000).

The above management accounts to 31st October reflect these changes.

2016/17 Accounts

The onsite audit work was completed during the w/c 9 October 2017. Offsite audit work is still ongoing and should be completed shortly.

South Bank Academies (Central Services)

Introduction

Each school transfers 3.5% of its GAG income to the Trust. The Trust at present consists of a CEO whose salary is subsidised in whole by the Sponsor, a Trust Business Manager and an Executive Assistant.

The Trust provides the following to the schools:

- Financial and Business management
- Employment & Education Law, Payroll, HR and Health & Safety Advice
- Clerking and Compliance services
- Procurement expertise
- Marketing & Communications

The table below shows the financial position of the Trust at 31st October 2017.

Current Forecast for Academic Year 2017/18 (As at 31st October 2017)						17%	Percentage of Year completed
					Current/ Forecast %	Comparison Last Year Current/ Forecast %	Comment
Income	Current	Forecast	Budget	Variance			
Income	62,618	289,565	289,565	0	22%	17%	On Target
Start Up Grants	0	0	0	0	0%	0%	
Other Government Income	0	0	0	0	0%	0%	
Other Income	0	0	0	0	0%	0%	
Capital Grant	0	0	0	0	0%	0%	On Target
Income Total	62,618	289,565	289,565	0			
Expenditure	Current	Forecast	Budget	Variance	Current/ Forecast %		
Salaries	33,760	241,000	241,000	0	14%	15%	Staff salaries only
Consultancy/Professional Services	8,000	20,000	20,000	0	40%	31%	PSF central, Consultancy
Catering Costs	184	2,800	2,800	0	7%	16%	On Target
School IT central fund	0	0	0	0	#DIV/0!	12%	Annual licence renewals 01.09.17
Capital Costs	0	0	0	0	0%	0%	On Target
Marketing	0	24,500	24,500	0	0%	2%	Roadshows, newsletter
Expenditure Total	41,944	288,300	288,300	0			
Surplus/(Deficit)	20,674	1,265	1,265	0			
	33%	0.4%	0.4%				

This page is intentionally left blank

	CONFIDENTIAL
Paper title:	Assurance Visits
Board/Committee:	South Bank Academies Board
Date of meeting:	7 December 2017
Author:	Rao Bhamidimarri
Purpose:	Information
Recommendation:	The Board is requested to note the reports.

Executive Summary

The termly Assurance visits to the Academy and the UTC were undertaken by a Trust Board member accompanied by the CEO on 27th and 28th November 2017 respectively. The reports on these visits are attached for information.

Report on the Assurance Visit to UAE South Bank

28th November 2017 12:30 – 3:00 pm

Panel: Douglas Denham St. Pinnock, Trustee, and Rao Bhamidimarri, CEO

The programme for the Assurance Visit consisted of a lesson observation, meetings with the Student Council, Post 16 students and the Senior Leadership Team.

Learning and Teaching:

The lesson observed was well organised with an innovative structure to enhance student engagement. Class management and student behaviour was good. While it is difficult extrapolate based on one class room, students in general are well behaved in classes and there is good student engagement with their learning.

Behaviour:

Student behaviour is continuing to improve. Behaviour for learning in the class rooms has improved steadily over the last one year and behaviour in the corridors also appears to be significantly better. The Principal is visible in the corridors to monitor behaviour.

Student Experience:

Both Pre 16 and Post 16 students say they feel safe in the school, in the knowledge that teachers care and are helpful. There is mutual respect amongst students and staff. There are systems in place to address students' concerns as soon as they are raised. The Student Council is operating effectively as a vehicle for student engagement with the Senior Leadership Team. The Principal is redeveloping the pastoral team to enhance pastoral support.

Student Achievement and Progression:

All students remain ambitious for their future destinations and feel that they enjoy their learning. They believe they are making good progress. But the Senior Leadership Team report that this is an area of significant risk due to recent changes to the GCSE examinations. Curriculum and teaching were planned based on previous regulations. Many of the staff have had no experience in preparing students for GCSE final examinations. However, the Team is confident that actions to mitigate this risk are in place. The panel believes this needs to be the key focus for the next Assurance Visit.

Partnership with LSBU:

The students said that staff from the University had visited the Academy to brief them on the UCAS process. Some of the students also had opportunities to visit engineering facilities in addition to a general tour of the University. But they feel that access to sporting facilities and support from academic staff would benefit them further.

The Senior Leadership Team says they find it difficult to break through the complex structures at LSBU to reach relevant people, thus limiting interaction between LSBU and the Academy. The Principal is encouraged by the plan presented at the MAT Strategy Day to enhance University-Academy links and is looking forward to working with the proposed strategy group.

Report on the Assurance Visit to the South Bank Engineering UTC

27th November 2017 11:30 am to 1:00 pm

Panel: Tony Giddings, Trustee and Rao Bhamidimarri, CEO

The Assurance visit consisted of meeting with Dan Cundy, the Principal, tour of the building, learning walks, meetings with students.

Meeting with the Principal:

Dan Cundy briefed the panel on the new building, initial challenges the staff and students faced and engagement of employers with the UTC and its students.

The contribution of employers, in particular Skanska and Kings College is impressive. Some 80 Skanska staff are visiting the UTC on 30th November to engage students in a range of projects and activities. Year 10 students are working on an advanced wheel chair design in partnership with King

Learning and Teaching:

The lessons observed were Mathematics, Computing, Physics and Engineering. In Mathematics and Physics the students were revising and answering exam questions while in the other two classes were scheduled lessons. The class are significantly different depending on the year and subject. For example, in engineering there were 25 Year 10 students and they appeared to be more readily distracted. Student engagement was good in Maths and Computing lessons. Students generally are engaged with their learning, but the low level disruption was apparent in large classes.

Meeting with the Students

Students who attended the meeting were all positive about the UTC and they all made a positive choice to attend the UTC because of its engineering focus. Students also find the UTC attractive because of small classes and a lot of space compared to their previous schools. Student Council is effective as the Representatives meet with their student groups prior to the Council meeting, thus the voice of all students is represented. Students feel that their voice is heard.

Some students expressed concerns about the limited practical work in engineering workshops, but realise that not all units in BTEC offer such experience. They feel there is a need for a library and quiet study spaces for Years 10 and 11 students. Currently only Years 12 and 13 students have a self-study areas. Students also expressed frustration with the delay in installing the water fountains though out the UTC. Lack of space for sport is another issue identified.

Over all, the student are very positive about the UTC and seem to enjoy their learning experience. They feel teachers are all committed to helping the students.

	CONFIDENTIAL
Paper title:	South Bank Academies – Safeguarding Update
Board/Committee:	South Bank Academies Board Meeting
Date of meeting:	7 December 2017
Author:	Claire Viner
Sponsor	Rao Bhamidimarri
Purpose:	For review
Recommendation:	The meeting is requested to review South Bank Academies Safeguarding report

Executive Summary

The purpose of this report is to provide an update to the South Bank Academies Board.

The Principal of each school has written a brief update highlighting any safeguarding issues which have occurred since the last Board meeting on 14 September 2017.

Safeguarding children is governed by the statutory guidance, Keeping Children Safe in Education, London Child Protection Procedures and the Borough specific guidance on safeguarding. Safeguarding policies of each school must meet the requirements of the DfE's Statutory Guidance and incorporate the guidance provided in London Child Protection Procedures, there will variations depending on the Borough in which they are located.

University Academy of Engineering South Bank

All staff in the school have had the required safeguarding training and our single central record is up to date. We have 4 staff who have received the training required for them to lead on safeguarding in their communities and one of the Assistant Vice-Principals is the school's designated safeguarding lead.

There are several active safeguarding matters which the school is currently dealing with according to the school and Local Authority procedures.

The Academy works closely with the London Borough of Southwark Safeguarding Team.

South Bank Engineering UTC

The Vice Principal is Designated Safeguarding Lead at the UTC and has received appropriate training. The two Deputy Safeguarding Leads are both Pastoral Managers. All staff received safeguarding training during the induction INSET programme at the start of the academic year, including acknowledging they have read Keeping Children Safe in Education. They have also participated in local training to include Prevent, child sexual exploitation and data protection.

Clear and well-understood systems are in place to report safeguarding concerns and strong links are in place with outside agencies including the local authority, social services and child mental health services. The UTC has completed the Lambeth safeguarding checklist as required by all schools. The Principal and the CEO attended full day training with the DfE focusing on safeguarding at UTCs.

	CONFIDENTIAL
Paper title:	End of year reporting update
Board/Committee:	South Bank Academies Board
Date of meeting:	7 December 2017
Author:	Michael Broadway, Company Secretary
Purpose:	For approval
Recommendation:	The Board is requested to approve the recommendations in the briefing note.

Executive Summary

In the event that the draft, audited accounts are not finalised for the Board meeting of 7 December 2017, it is proposed that a sub-committee of the Board is established and that the Board gives delegated authority to this sub-committee to approve the accounts on its behalf. It is proposed this committee comprises the Chair of the Board, the Chair of the Audit Committee, the CEO, and any other director who wishes to join. The committee will have a quorum of four. This sub-committee meeting will be held 11.00-12.00pm, 13 December 2017, LSBU, Technopark.

The SBA Audit Committee will review the first draft accounts and the audit management letter at its meeting of 7 December 2017 (immediately ahead of the Board meeting). The Audit Committee, or the Chair of the Committee, will be in regular contact with the external auditor, as required, ahead of the proposed sub-committee meeting on 13 December 2017. Drafts of the annual report and accounts, the external audit management letter, and the letter of representation will be circulated to all directors ahead of the proposed sub-committee meeting.

The Board is requested to:

- approve the establishment of a sub-committee whose remit will be to review and consider the external audit management letter and to approve the annual report and accounts. Membership of this committee will consist of the Chair of the Board, the Chair of the Audit Committee, the CEO, and any other director; and
- delegate authority to this sub-committee to approve and sign the annual report and accounts on its behalf.

South Bank Academies accounts filing requirements

For information, each multi-academy trust must submit the following to the ESFA by 31 December 2017 (for SBA the practical deadline is w/c 18 December 2017):

- signed audited financial statements;
- auditor's management letter; and
- accounts coversheet (an online form);

Most of the data required for the accounts coversheet is taken directly from the accounts, and covers the following sections:

- Organisation details
- Audit findings
- Financial assessment
- Specific areas of interest
- Trust efficiency and financial health

In addition, an accounts return must be submitted to the ESFA by 19 January 2018. The information from the accounts return is used to prepare a sector annual report and accounts for the academic year. This consolidates the accounts of over 3000 individual academy trusts.

	CONFIDENTIAL
Paper title:	Reports from Local Governing Bodies
Board/Committee	South Bank Academies Board
Date of meeting:	7 December 2017
Author:	Alexander Enibe, Clerk
Sponsor:	Michael Broadway, Company Secretary
Purpose:	To update the Board on LGB meetings
Recommendation:	To note

Executive Summary

A summary of LGB discussions is provided for information. The papers are available on the Modern.gov website: [Academy](#), [UTC](#). The Board is requested to note the report.

Summary of LGB discussions

UAE Local Governing Body – 13 September 2017

The LGB discussed:

- UAE development plan & self-evaluation form
- Student recruitment update
- Exam and assessment results
- Staff recruitment and staff training
- Ofsted follow up actions
- Governing Body membership

UTC Local Governing Body – 20 September 2017

The LGB discussed:

- UTC development plan and self-evaluation form
- Student recruitment update
- Staff recruitment and staff training
- Permanent building move
- Governing Board membership

UAE Local Governing Body – 15 November 2017

The LGB discussed:

- Pupil Premium update. LGB requested that the Pupil Premium plan is produced and circulated to governors in December 2017.
- Principal's report. A new model for assessing students' performance to be introduced after the students' mock exam results are out in January 2018.
- Schools Development Plan, which would be linked to the Trust plan.
- Self-Evaluation form. A new self-evaluation form to be produced in the course of the year as part of the school improvement cycle, and presented at the next LGB meeting in 24 May 2018.
- Local School Register. CEO to circulate
- UAE Internet Safety Report. The LGB noted the report, which raised no concerns.
- Finance Management Report. Revised budget presented and approved.

	CONFIDENTIAL
Paper title:	School Development Plans
Board/Committee:	South Bank Academies Board
Date of meeting:	7 December 2017
Authors	Dan Cundy (UTC) and John Taylor (Academy)
Sponsor	Rao Bhamidimarri
Purpose:	information
Recommendation:	The Board is requested to note the School Development Plans

Executive Summary

The School Development Plans were developed by the Principals of the two schools. These plans are informed by the comments of Ofsted (Academy) and the DfE (UTC).

These will be revised to bring them into as much alignment with the SBA Strategy once finalised, while meeting the requirements of each school.

This page is intentionally left blank

UAE South Bank School Development Plan.

School Development Plan 2016 – 2018 - Subject to annual review and termly RAG.

The UAE South Bank Vision.

The University Academy of Engineering South Bank will be an outstanding place of learning, specifically designed for the success and happiness of all students and staff and be an outward facing beacon of STEM and STEAM learning. We will remain a vibrant learning community which will play a significant part in the transformational change and regeneration in our area. This will be underpinned by our commitment to excellence through developing students confidence to communicate effectively, be creative and to constantly seek out new challenges to apply their skills to and in turn become a highly effective and valuable member of our society.

Summary Focus Objectives:

- To ensure good or better Learning and Teaching practices are consistently embedded across the Academy to ensure sustained outstanding performance.
- To ensure Behaviour and Attitude to Learning is at least good everywhere within and across our entire learning community.
- To ensure all staff are appropriately challenged, trained and supported at UAE SB to achieve the highest standards of professional behaviour and accountability.
- To ensure our learners receive the very best overall learning experience and preparation for life through the development of skills and professional competence.
- To ensure UAE SB is a safe, caring and supportive environment which allows all students, regardless of starting points or background, to flourish.
- To ensure UAE SB becomes a local and national beacon to other STEAM centred schools in achieving our vision.

Priority focus.. Effectiveness of Leadership and Management at UAE South Bank.

Action	Target Date	Success	Evidence/ QA	Responsibility/ Leader	Cost	Termly RAG Review						
						R	A	G				
							1	2	3	4	5	6
Objective: To ensure UAE South Bank’s leadership at all levels strives towards becoming and remaining outstanding.												
Page 68 To develop the effectiveness of leadership at the school through CPD, challenge and support both in house and via external providers.	Ongoing, Formal review summer 2017.	Leadership is effective at all levels and ensures that the highest standards are prevalent across the school and leaders model outstanding behaviour to each other and to all stakeholders. Leaders demonstrate an explicit commitment to a growth culture at UAE SB and take every opportunity to share this philosophy to everyone within the Academy. Leaders hold everyone to account but do so with compassion and understanding to ensure maximum and sustained institutional success.	CPD Evidence, SLT minutes, PD meeting evidence records, Staff training records. NQT induction programme and mentor notes. New Staff induction records.	JT/ SLT	Time, staffing, PD time.	R	A	A	A			
	To establish a new Extended Leadership Group which will meet regularly to ensure all key areas of the Academy remain firmly collectively focused on achieving the UAE SB’s vision. The ELG will be made up of the SLT, the SENDCO, Student Services Manager, the Academy’s Business Manager and the Officer Manager.	Ongoing, Formal review summer 2017.	The new ELG is very effective in collectively supporting the achievement of the Academy’s vision through improved communication and high level teamwork.	ELG meeting records, SLT meeting records.	JT/SLT/ELG.	Time, ELG meeting time.	R	A	A	A		

<p>To improve the quality and accuracy of communication across all levels of leadership and staff at the school via a range of mechanisms and systems.</p>	<p>Ongoing, Formal review summer 2017.</p>	<p>Communication between all staff at the school is effective in continually promoting the vision for the school and providing important practical information to successfully aid day to day operation.</p>	<p>Weekly PD meeting notes, Briefing notes, Week Ahead Sheets, Line management meeting and Performance management records. Staff bulletin. Middle Leader meeting notes. Staff survey feedback. Website – Content and compliance.</p>	<p>SLT/ EA to the Principal, Office Manager.</p>	<p>Time, Admin costs.</p>	<p>A</p>	<p>A</p>	<p>A</p>	<p>G</p>		
<p>To ensure carefully designed and effective line management structures are in place focused on improving performance and developing leadership.</p>	<p>Ongoing, Formal review summer 2017.</p>	<p>The leadership structure within the school is effective and efficient in ensuring the overall vision for the school is realised.</p>	<p>Performance Management docs, Line management notes,</p>	<p>SLT</p>	<p>Time</p>	<p>A</p>	<p>A</p>	<p>A</p>	<p>A</p>		
<p>To ensure consistent rigour of accountability of all staff via Performance Management at the school.</p>	<p>Ongoing, Formal review summer 2017.</p>	<p>All staff are accountable for their performance and achieving realistic but aspirational success targets. All staff know the importance of their individual role and the need for their success to help ensure overall success.</p>	<p>Performance Management records, Meeting minutes,</p>	<p>SLT, Middle Leaders.</p>	<p>Time</p>	<p>A</p>	<p>A</p>	<p>G</p>	<p>G</p>		
<p>To complete a regularly updated, comprehensive and detailed annually reviewed Academy SEF to ensure reflection and proper transparent accountability takes centre stage in the</p>	<p>Ongoing, Formal review summer 2017.</p>	<p>A comprehensive and regularly updated SEF is in place and is a pivotal document in school development planning. Governors and Leaders are fully conversant with the Academy's strengths and areas for development and know where to focus on to bring about further improvement.</p>	<p>SEF, SDP.</p>	<p>JT/JP/ SLT</p>	<p>Time</p>	<p>A</p>	<p>G</p>	<p>G</p>	<p>G</p>		

organisation's profile and reputation.											
Rigorous Learning Area Self Evaluation to be undertaken at the start of each academic year which includes examination/achievement performance analysis driving learning area action plans.	Ongoing, Formal review summer 2017.	Learning Area SEF completed and regularly reviewed at line management meetings in order to continually improve outcomes for students. Learning Area SEF's feed into the Academy SEF.	Line management meeting notes, SLT	Leaders of Learning / SLT	Time	A	A	G	G		
To work with South Bank University, the Trust's CEO and Directors in the overall development of Senior and Middle Leadership to support holding them accountable for achieving UAE South Bank's vision.	Ongoing, Formal review summer 2017.	UAE South Bank takes full advantage of being a SASH partner school and the expertise within the Trust and as such make the best use of the latest educational research, shared best practice and the general collective determination to achieve the very best for our young people.	MAT and SASH meeting records.	SLT/ all connected groups	Time	A	A	A	A		

Priority focus: The quality of Teaching, Learning and Assessment at UAE South Bank.

Action	Target Date	Success	Evidence/ QA	Responsibility/ Leader	Cost	Termly RAG Review					
						1	2	3	4	5	6
Objective: To ensure Learning and Teaching and the use of Assessment is at least good across all areas of the Academy.											
To create and embed outstanding Learning and Teaching strategies and policies based around effective AFL and to challenge students with the very highest expectations regarding their achievement.	Ongoing, Formal review summer 2017.	Consistently applied and effective Learning and Teaching practices are embedded in line with Academy policy. Students make at least good progress, enjoy their learning and possess a determination to achieve even more.	Teaching and Learning policy and Assessment Policy, Academy wide Behaviour Management strategies, classroom posters, Weekly PD meeting minutes.	JT/AM/ JP/SLT.	Staffing, Time	A	A	A	A / G		
To establish an academy wide literacy focus to improve access and drive student progress in all learning areas.	Ongoing Formal review summer 2017.	Reading becomes an integral part of Academy life. Teachers consistently include a literacy focus or theme in all lessons and also mark student work and assignments with regard levels of literacy. Progress is seen in student extending writing tasks. Reading ages improve following intervention.	Fully functioning LRC, Student reading records, Literacy PDs, Literacy posters in classroom, Literacy section in planner, AR progress data, Book monitoring for literacy and extended writing.	AM/SLT/KT	Cost of full time Librarian £4100 for AR, year 1. £3000 to establish a fully functioning LRC.	R	A	A	A		
To embed the consistent use of new high impact Behaviour for Learning systems.	Ongoing, Formal review summer 2017.	Behaviour for Learning is at least Good across all areas of the Academy and progress made by learners is affected accordingly through consistent application of Behaviour management systems and the consistent repetition of high UAE SB expectations.	SLT minutes and actions, PD minutes, Policy documentation, lesson observation	JT/RH/ SLT/Middle Leadership. Student Services Team.	Staff training, time.	R	A	G	G		

			records.								
To introduce and carry out rigorous and secure quality assurance of Teaching and Learning at the Academy.	Ongoing, Formal review summer 2017.	Learning and Teaching is regularly and accurately monitored and appropriate intervention applied where necessary. 80% of lessons observed to be judged as good and 10% outstanding. Lesson observation outcomes and feedback are shared in all SLT meetings.	Lesson Observation records, Learning walk records, summative Lesson monitoring summative data. Performance management records. SLT agendas/ notes and actions.	SLT/ Middle Leadership.	Staffing, Time, PD records. IRIS technology.	R	A	G	G		
To maximise achievement at UAE South Bank by ensuring attendance of all students is it at least in line with national averages.	Ongoing, Formal review summer 2017.	Attendance is monitored regularly and correct and effective intervention is applied to ensure that students' attendance is at least good with particular attention being paid to PA students. High attendance continues to be awarded throughout the academic year.	Attendance data	RH/ NM/ SLT	Staffing, Time, Rewards budget.	G	G	G	G		
To horizon scan in association with other partner schools and national development groups e.g. PTI, SSAT to ensure the very best practice in the development and QA of Teaching and Learning is carried out at UAE SB Academy.	Ongoing, Formal review summer 2017.	UAE SB is kept up to date with the latest school wide performance developments with regard to maximising the school's efficiency and effectiveness. UAE SB is a proud and active member of SSLP (Southwark Schools Learning Partnership). UAE SB is a proud and active member and SASH membership (Southwark Authority Secondary Heads).	SLT notes, SDP foci.	SLT/ MAT.	Staffing,	A	A	A	A		

Priority.. To ensure outstanding aspirational outcomes are achieved at UAE South Bank.

Action	Target Date	Success	Evidence/ QA	Responsibility/ Leader	Cost	Termly RAG Review					
						1	2	3	4	5	6
Objective: To ensure UAE SB's students make the very best progress at the Academy.											
To create aspirational targets based on external sources and rigorous internal base testing on arrival e.g. CAT if. AR baseline test.	Ongoing, Formal review summer 2017.	All students at UAE SB have an aspirational but realistic target for their achievement which they demonstrate a determination to achieve. These targets are generated from the earliest available base data but then regularly revisited to ensure their accuracy and appropriateness of challenge.	Data records, Performance analysis vs. targets, SIMs,	JP/ NM/SLT.	Staffing, Time. AR costs.	A	A	A	G		
To review progress data at the end of each module to assess performance, track improvement and plan appropriate intervention.	Ongoing, Formal review summer 2017.	Progress analysis provides valuable accurate data to help support accurate targeting of intervention. Corresponding intervention is then appropriate and effective	Data analysis documentation and corresponding action plan records.	JP/ SLT	Staffing, time. LM records, SLT records, PM records.	A	A	A	G		
To continue to embed a culture of increased high expectation with regard Students' behaviour both in and around the Academy's classrooms.	Ongoing, Formal review summer 2017.	All student's engagement with learning improves in line with high expectations set by staff around the school. Students' independent learning ability is strengthened and deadlines for submission of work are more regularly met by all learners.	Lesson observation data, Learning walk evidence, Professional Conduct analysis evidence and intervention records.	SLT/ Student Services Team/ All staff.	Staffing, Time.	R	A	A	G		

To ensure the Academy curriculum design and organisation is the very best available to ensure learners are kept more actively engaged and make best progress in their subject areas.	Ongoing, Formal review summer 2017.	An appropriate and highly engaging curriculum provides more opportunities for learners to access staff expertise and key resources to help them make even better progress than expected. Level 2 and 3 Options are popular with all stakeholders, achieve the Academy's vision and ensure students make the best progress at the Academy for their successful lives ahead. Homework, extension and 'prep' challenges are used to improve learner engagement and achievement inside and outside of lessons.	UAE SB Curriculum plan and Academy Timetable. Student feedback records. Learning area curriculum plans.	JP/AM/SLT	Staffing, Time	A	A	A	G		
To introduce a new Student Planner which provides students with a higher quality, more professional diary based design.		Students record important notes e.g. regarding assignment and/or homework details and deadlines in their Student planners as standard practice. Tutors and Parents check planners on a weekly basis and use the Student Planner to communicate regarding the student's progress and required actions.	Student Planner design. Student feedback. Parental/ Family feedback.	RH/JT/SLT.	Tutor time. New Planner costs.	R	A	A	A		
To ensure attendance is kept at least in line with national averages.	Ongoing, Formal review summer 2017.	Attendance at UAE SB remains above national averages.	Attendance data.	NM/JP/ SLT	Staffing, Time, Paper resources.	G	G	G	G		
To ensure student target groups i.e. Pupil Premium students, persistent absence, EAL, SEND performance is in line with expectations.	Ongoing, Formal review summer 2017.	All groups of students make equally good progress regardless of classification group narrowing the gap in all performance areas.	Data records, SIMs. 4matrix outcomes.	JP/NM/SLT	Staffing, time.	A	A	G	G		
To horizon scan in association with other partner schools and national development groups e.g. PTI, SSAT to ensure the very best practice is carried out in ensuring students achieve in line with aspirational expectations here at UAE SB.	Ongoing, Formal review summer 2017.	UAE SB is kept up to date with the latest research in maximising Learner achievement and the Academy introduces appropriate, best fit new practice when and wherever possible. UAE SB remains actively involved in SSLP and SASH.	SEF/SDP.	SLT and Middle Leaders/ Governors.	Staffing, Meeting attendance costs, time.	A	A	A	A		

Priority.. To ensure behaviour and student support at UAE South Bank is outstanding.

Action	Target Date	Success	Evidence/ QA	Responsibility/ Leader	Cost	Termly RAG Review						
						1	2	3	4	5	6	
Objective: To ensure behaviour for learning and individual support at UAE SB prepares our students properly for future challenges.												
Page 75	To review and develop the effectiveness of UAE SB's behaviour management systems to ensure clarity, consistency and effectiveness in its application.	Ongoing, Formal review summer 2017.	Behaviour at UAE SB is at least good and low level disruption in lessons and around the school is kept to a minimum. A clear referral and support based Leadership and Management structure is both in place and established. The newly formed Student Services team is effective in supporting staff in improving learning experiences and in ensuring the well-being of all students at the Academy. Students always arrive ready to learn and are fully prepared to engage in their learning. All staff consistently and fairly apply the new sanctions and rewards system in the classroom and around the Academy. Student counselling is introduced to ensure students are best supported and times of acute need.	Learning walks Feedback from Families. Student feedback Exclusion records Behaviour records/ statistics. L and M structure. PD meeting records.	RH/JB/ SLT	Staffing, time, £500 consultant, external moderator to review Behaviours for learning. PD time.	R	A	G	G		
	To establish and quickly embed the new rewards policy and ensure rewards and sanctions at UAE SB are both motivating, fair and appropriate.	Ongoing, Formal review summer 2017.	A culture of success and praise is established and then embedded across the Academy.	Lesson observation records, Learning walk records, SLT meeting records.	RH/JA/SLT	Time, £15,000 Rewards budget	A	A	G	G		
	To establish highly effective CEIAG at UAESB and provide individual advice and guidance for all learners, leading to progression routes for all and meaningful preparation for the	Ongoing, Formal review summer 2017.	All students have access to the highest quality CEIAG and make informed choices towards accessing meaningful career pathways. All Year 12 students have the opportunity to carry out structured and appropriate work related learning.	Student succession records, Student feedback.	ML/ SLT.	Time, staffing.	R	A	A	A		

world of work.											
To horizon scan in association with other partner schools and national development groups e.g. PTI, SSAT to ensure the very best Behaviour and Support practice is carried out at UAE SB.	Ongoing, Formal review summer 2017.	To ensure UAE SB seeks out the very best practice in ensuring that the most effective behaviour and support strategies are implemented here at the school. UAE SB remains actively involved in SSLP and SASH.	Behaviour and Support based leadership records.	SLT, Student Services team/SENDSCO.	Time	A	A	A	A		

South Bank Engineering UTC

Improvement Plan 2017-18

Contents:

1. Executive Summary
2. Strategic Focus Areas
3. **Strategic Focus 1 – Offer an outstanding education with high academic standards in a technical context**
4. **Strategic Focus 2 – Recruit, develop and retain excellent staff**
5. **Strategic Focus 3 – Maintain financial sustainability**
6. **Strategic Focus 4 – Foster Strong and Progressive Partnerships**

1. Executive Summary

1.1. Purpose

The purpose of this document is to enable the leadership group, staff, governors and trustees at South Bank Engineering UTC to be able to plan strategically for improvement. This strategic planning is informed by and linked to South Bank Academies' Towards 2020 strategic

plan. Towards 2020 outlines the trust's aspiration to become the leading provider of professional educational opportunities for young people in South London. Its values focus on the development of creativity, professionalism, excellence, inclusivity and collaboration. It has seven key ambitions:

Our Ambitions

- 1** Our academies and colleges will be outstanding places of learning and personal development for young people in South London communities.
- 2** London South Bank University and employer partners will be integral to the learning and, personal and professional development of our students.
- 3** We will establish two more schools within South London boroughs by 2020 to enhance collaborative learning opportunities for our students.
- 4** We will offer additional certificated education and training opportunities for our students in partnership with the University and industry partners to enhance career opportunities for our students.
- 5** We will have innovative learning environments in our academies and colleges that will promote student led learning with access to state of the art infrastructure.
- 6** We will be the first choice for ambitious students and high achieving staff.
- 7** Our students will be most preferred by universities and employers.

1.2. Overview

This document outlines each of the UTC's four main Strategic Focus areas. Under each Strategic Focus area is a series of priorities along with outline Key Performance Indicators (KPIs). Each strategic priority is tied to two targets, set and agreed by governors and the Principal, both at Base and Stretch level. The Stretch target is designed to be highly aspirational.

1.3. Summary

The four Strategic Focus areas are

1. Offer an outstanding education with high academic standards in a technical context
2. Recruit, develop and retain excellent staff
3. Maintain financial sustainability
4. Foster strong and progressive partnerships

2. Improvement Plan Strategic Focus Areas

This section of the Improvement Plan provides an overview of the key Strategic Targets that have been set and are to be delivered against over the 2017-18 academic year.

Four key Strategic Targets have been set in order to support the progression of South Bank Engineering UTC:

Target	Description
Strategic Focus 1 – Offer an outstanding education with high academic standards in a technical context	To be outstanding in our terms we must ensure that all students make strong academic progress and develop a high level of technical understanding and skill. The objective of this outstanding education is to ensure every student has the qualifications, skills and attributes to succeed in their chosen pathway, with pathways brokered by the UTC.

	Student employability, conduct and safeguarding will be excellent.
Strategic Focus 2 – Recruit, develop and retain excellent staff	In order to meet Target 1 the UTC is going to need to build an environment that attracts, challenges, supports, develops and retains very high quality staff. Much work in this area will be focused on linking high effective line management with rigorous performance management and high quality, personalised CPD.
Strategic Focus 3 – Maintain financial sustainability	In order to ensure that Target 1 and 2 can be achieved the UTC must operate in a viable financial climate. This will be a challenge in the national and local context, with the challenge growing over time. Key to the UTC's success here is student recruitment.
Strategic Focus 4 – Foster Strong and Progressive Partnerships	The final target will be focused on building, nurturing and growing strong and progressive partnerships with university, employer, government and third sector organisations both locally and beyond. This will enable the UTC to deliver an innovative, future-focused offer with strong pathways.

3. Strategic Focus 1 – Offer an outstanding education with high academic standards in a technical context

3.1. Objectives

The below outlines the objectives that have been set in order to support achieving Strategic Focus 1 **Offer an outstanding education with high academic standards in a technical context**

1. Achievement of judgement of at least Good in mock Ofsted inspection in each year
2. Through effective teaching and learning, progress is strong: no significant group underperforming the national average, including disadvantaged students
3. The curriculum and timetable more widely are designed to maximise opportunities to develop students' technical skills and capabilities
4. The 6th form is excellent

3.2. Key Performance Indicators

The below demonstrates the key metrics/measurements that will be used to assess UTC progress against the aforementioned objectives:

Objective	Strategic priorities	Key Performance Indicators (KPI)	Target Base	Target Stretch
1. Achievement of judgement of at least Good in mock Ofsted inspection in each year	<p>a) Outcomes: National averages for A levels and BTEC Level 3 are exceeded</p> <p>b) Outcomes: The proportion of students making expected and more than expected progress in maths and English is well above national average</p> <p>c) Outcomes: Progress 8 measures are above national levels</p> <p>d) Leadership and management are outstanding</p> <p>e) Personal development, behaviour and welfare are outstanding</p>	<p><i>-Key Stage 5 results</i></p> <p><i>-Progress KS2-4</i></p> <p><i>-Progress 8 data</i></p> <p><i>-Progress at Key Stage 5</i></p> <p><i>-Impact of leadership and management</i></p> <p><i>-Student behavior and attendance</i></p>	<p>-100% A level and BTEC Pass; 10% A*/A/Dist grades</p> <p>-Progress 8 score 0.1</p> <p>-Positive progress measure KS5</p> <p>-95% attendance</p> <p>-Exclusions below national average</p> <p>-Behaviour is consistently good</p>	<p>-100% A level and BTEC Pass; 10% A*/A/Dist grades</p> <p>-Progress 8 score 0.3</p> <p>-KS5 progress in line with top 25%</p> <p>-96% attendance</p> <p>-Exclusions half national average</p> <p>-Behaviour is consistently exemplary</p>
2. Through effective teaching and learning, progress is strong: no significant group	<p>a) Curriculum model is such that students are able to make outstanding progress</p> <p>b) Quality of Teaching is strong, targeted to high levels of attainment and progress for all</p>	<p><i>-Assessment data to indicate attainment and progress by group including Pupil Premium</i></p> <p><i>-Accuracy of predictions</i></p> <p><i>-Impact of interventions</i></p> <p><i>-Value for Money (VfM) judgements</i></p>	<p>-QoT is habitually good and often excellent</p> <p>-Effective teaching</p> <p>-Progress exceeds min exp targets for</p>	<p>-QoT is always good and frequently excellent</p> <p>-Progress exceeds min exp targets in all subjects</p>

underperforming the national average, including disadvantaged students	<p>learners</p> <p>c) Baseline, target-setting and assessment are robust and accurate and lead to impactful interventions where needed</p> <p>d) Pupil Premium and other funding (via PP Strategy) is used effectively to lever progress</p> <p>e) Projects developed to target specific identified groups (such as White British for example), using internal resources and external partners.</p>		<p>most subjects</p> <p>-Predictions of outcomes are within 10% of actual for all subjects</p> <p>-Intervention outcomes such that performance of all key groups within 10% of target</p> <p>-At least two external partners providing intervention</p>	<p>-Predictions of outcomes within 5% of actual for all subjects</p> <p>-Intervention outcomes such that performance of all key groups within 5% of target</p> <p>-At least three external partners providing intervention</p>
3. The curriculum and timetable more widely are designed to maximise opportunities to develop students' technical skills and capabilities	<p>a) Students are all able to demonstrate the skills and attributes to make them 'employable'</p> <p>b) Students all demonstrate technical capability in engineering</p> <p>c) Students all learn technical skills leading to accreditation and qualifications</p> <p>d) Employer projects cross-fertilise the taught curriculum</p>	<p><i>-Destinations data</i></p> <p><i>-Pathways into sponsors and partners</i></p> <p><i>-Success in technical qualifications (BTEC)</i></p> <p><i>-Professional qualification achievement</i></p> <p><i>-Employer project structures and cross-fertilisation opportunities</i></p>	<p>-0% NEET</p> <p>-BTEC pass rate above target and above national levels;</p> <p>-Most students achieve professional qualifications</p> <p>-Employer projects all rated 'good' or better by students</p>	<p>-0% NEET</p> <p>-BTEC pass, merit and distinction rate above target and above national levels;</p> <p>-100% of students achieve professional qualifications</p> <p>-Employer projects all rated 'good' or better by students with 50% outstanding</p>
4. The 6 th form is outstanding	a) Ensure there is no 'quality gap' in 6 th form teaching	<i>-Attainment and progress data at student level</i>	-Attainment meets targets for 90% of	-Attainment meets targets for 95% of

	<p>b) Ensure staff have knowledge, skills and capacity to deliver across the suite of qualifications</p> <p>c) Cross-curricular skills are delivered consistently and effectively</p> <p>d) The 6th form becomes an oversubscribed and vibrant offer</p>	<p><i>-ALPs data at subject level</i></p> <p><i>-Destinations data including access to higher education and Russell Group universities</i></p> <p><i>-Applications and offers for 6th form</i></p>	<p>students in Year 13</p> <p>-Destinations data strong including Russell Group</p> <p>-Observation data as strong in 6th form as lower school</p> <p>-Reputation generates increased applications compared to 2017</p>	<p>students in Year 13</p> <p>-Destinations data strong including Russell Group and blue chip apprenticeships</p> <p>-Observation data as strong in 6th form as lower school</p> <p>-Reputation drives >25% more applications than 2017</p>
5. Student safeguarding, conduct and employability are excellent	<p>a) Ensure that systems to safeguard students are strong and clearly communicated with effective leadership and well-trained staff</p> <p>b) Ensure that student conduct is habitually professional and in line with the UTC's expectations</p> <p>c) Ensure students' employability skills and attributes are actively developed across the curriculum</p>	<p><i>-Safeguarding statutory requirements are met</i></p> <p><i>-Safeguarding systems are strong and appropriately used</i></p> <p><i>-Staff including DSL are appropriately trained</i></p> <p><i>-Students feel safe and able to report concerns</i></p> <p><i>-Attendance reaches Lambeth average</i></p> <p><i>-Exclusions in line with top 10% of UTCs</i></p>	<p>-Safeguarding statutory requirements are met</p> <p>-Safeguarding systems are strong and appropriately used</p> <p>-Staff including DSL are appropriately trained</p> <p>-Students feel safe and able to report concerns</p>	<p>-Safeguarding statutory requirements are met</p> <p>-Safeguarding systems are exemplary and appropriately used</p> <p>-Staff including DSL are appropriately trained</p> <p>-Students feel safe and able to report concerns</p> <p>-Attendance reaches</p>

			-Attendance reaches Lambeth average -Exclusions in line with top 10% of UTCs	national average -Exclusions lower than all other UTCs
--	--	--	---	---

4. Strategic Focus 2 – Recruit, develop and retain excellent staff

The below outlines the objectives that have been set in order to support achieving Strategic Focus 2 **Recruit, develop and retain excellent staff**:

1. Attract high quality staff, both in teaching and support roles
2. Ensure all staff work effectively in support of the UTC's objectives and in sympathy with its values
3. Ensure teaching shows the highest possible degree of expertise including accuracy of prediction and assessment
4. Ensure quality assurance of teaching and learning is robust and linked to high quality CPD
5. Secure excellent retention rates of staff, including providing career development opportunities

4.1. Key Performance Indicators

The below demonstrates the key metrics/measurements that will be used to assess academy progress against the above objectives:

Objective	Strategic priorities	Key Performance Indicator (KPI)	Target Base	Target Stretch
1. Attract high quality staff, both in teaching and support roles	a) Further develop recruitment strategy to secure the best and largest possible fields for interview b) Ensure the UTC is able to articulate powerful reasons to join the staff c) Explore innovative, non-traditional routes into the UTC via apprenticeships for example d) Ensure staffing model is highly effective at generating positive outcomes	-Quality of staffing -Suitability of staff skillsets -Recruitment channels for staff -Staff model adding value	-All roles attract at least two applicants -All subjects are staffed by specialists -Teaching staff lower cost than Lambeth average -Fully staffed with specialists in all subject areas	-All roles attract at least three applicants -All subjects are staffed by specialists -Teaching staff 5% lower cost than Lambeth average -Fully staffed with specialists in all subject areas including industry experience

<p>2. Ensure all staff work effectively in support of the UTC's objectives and in sympathy with its values</p>	<p>a) Strong staff training programme ongoing to</p> <ul style="list-style-type: none"> -communicate objectives and values -secure buy-in from all staff -indicate how effective operation will be articulated <p>b) Operate consistent systems of effective line management to develop and support staff, linked to objectives</p> <p>c) Operate systems of effective appraisal and performance management linked to pay and progression, linked to objectives which are cascaded logically from whole-school to individuals.</p>	<p><i>-UTC meets its objectives both short and medium term</i></p> <p><i>-Staff operate in a manner in line with UTC values as a matter of course</i></p> <p><i>-Quality and personalization of line management</i></p> <p><i>-Performance management impact and outcomes</i></p>	<p>-100% of CPD is graded 'good' or better</p> <p>-100% of staff operating UTC systems</p> <p>-100% of staff targets follow central model</p> <p>-100% of staff effectively managed as judged by internal review</p>	<p>-100% of CPD is graded 'good' or better</p> <p>-100% of staff operating UTC systems</p> <p>-100% of staff targets follow central model</p> <p>-100% of staff effectively managed as judged by internal review</p>
<p>3. Ensure teaching shows the highest possible degree of expertise including accuracy of prediction and assessment</p>	<p>a) Operate rigorous and regular quality assurance system for teaching staff to include both observation of T&L and data analysis</p> <p>b) Implement regular scrutiny of assessment in various forms</p> <p>c) Monitor and evaluate accuracy of prediction; introduce moderation and standardization procedures with external partners in support</p>	<p><i>-Quality of teaching</i></p> <p><i>-Accuracy of predictions</i></p> <p><i>-Range, quality and consistency of assessments</i></p> <p><i>-Effectiveness of standardization and moderation across teams</i></p>	<p>-All teaching is 'good' or better</p> <p>-Assessments shown to be accurate and effective</p> <p>-Standardisation and moderation in place across all departments</p>	<p>-All teaching is 'good' or better</p> <p>-Assessments shown to be accurate and effective</p> <p>-Standardisation and moderation in place across all departments</p>

<p>4. Ensure quality assurance of teaching and learning is robust and linked to high quality CPD</p>	<p>a) Rigorous QA of teaching which both generates high quality developmental feedback and also generates performance data b) Analysis of performance data to ensure CPD is appropriate and targeted to need c) High quality CPD programme throughout the year</p>	<p><i>-Quality of teaching data</i> <i>-CPD programme</i> <i>-Impact of CPD programme through evaluation data</i></p>	<p>-All staff show improvement in their teaching -100% of teachers positively link CPD to QoT -CPD programme is linked to need according to internal review data -100% of CPD sessions are judged 'good' or better by staff -Non-teaching staff developed to increase effectiveness</p>	<p>-All staff show improvement in their teaching -100% of teachers positively link CPD to QoT -CPD programme is linked to need according to internal review data -100% of CPD sessions are judged 'good' or better by staff; 33% outstanding -Non-teaching staff highly effective due to development programmes</p>
<p>5. Secure excellent retention rates of staff, including providing career development opportunities</p>	<p>a) Improve recognition and reward for staff performing well – bonus structure and CPD opportunities b) Strong internal systems to recognise and develop talent c) create retention plans and career development pathways d) Ensure very high quality, targeted CPD for all staff, both teaching and support.</p>	<p><i>-Retention rates in relation to London average</i> <i>-Internal promotions</i> <i>-Range of retention strategies</i> <i>-High quality, personalised professional development</i></p>	<p>-Teaching staff turnover rate 10% lower than London average -A range of retention strategies in place -CPD related to the needs of the majority of staff including all teaching staff</p>	<p>-Teaching staff turnover rate 50% lower than London average -A wide range of retention strategies in place -CPD related to the needs of 100% of staff</p>

5. Strategic Focus 3 – Maintain financial sustainability

The below outlines the objectives that have been set in order to support achieving Strategic Focus 3 of **Maintain Financial Sustainability**

1. Increase application numbers for 2018-19
2. Low Cost and Cost Transparency
3. Increase Revenue through different revenue streams
4. Efficient use of resources to drive impact in student progress and more widely

5.1. Key Performance Indicators

The below demonstrates the key metrics/measurements that will be used to assess academy progress against the aforementioned objectives:

Objective	Strategic priorities	Key Performance Indicator (KPI)	Target Base	Target Stretch
1. Increase application numbers for 2018-19	a) Clear and appropriate marketing strategy produced, grounded in analysis b) Effective multi-channel marketing and events raise profile of the UTC c) UTC presence at an increasing number of schools at Post-16 events, options evenings etc. d) Meetings with applicants and 'keep warm' activities to minimise attrition. E) New website, prospectus and improved social media campaigns launched	<i>-Evidence-based marketing strategies</i> <i>-Range of channels utilised</i> <i>-Increased reach of marketing materials including socials</i> <i>-Range of effective keep warm activities</i> <i>-All applicants met by SLT soon after applying</i>	-Applications 50% higher than 2017 -Increasing range of recruitment channels used -Increasing number of Year 9 families directly engaged -At least three 'keep warm' events per year -All applicants invited to interview	-Applications 100% higher than 2017 -Increasing range of recruitment channels used, all offering positive impact and value for money -Increasing number of Year 9 families directly engaged – 10% per year -At least four 'keep warm' events per year

				-All applicants invited to interview; 75% attendance
3. Increase Revenue through different revenue streams	<p>a) Increase lettings revenue, involving partners where possible</p> <p>b) Develop apprenticeship offer</p> <p>c) Explore sources of other revenue – products, services, consultancy</p> <p>d) Increase sponsorship revenue both in cash terms and ‘benefit in kind’</p>	<p><i>-Lettings revenue</i></p> <p><i>-Apprenticeship pathways offered</i></p> <p><i>-Revenue generated through extended offer</i></p> <p><i>-Increased benefit to UTC of sponsorship</i></p>	<p>-£5000 per year in external lettings revenue</p> <p>-Apprenticeship programme operational with one partner for next academic year</p> <p>-Sponsorship of at least one event/activity</p>	<p>-£15000 in external lettings revenue</p> <p>-Apprenticeship programme operational with three partners for next academic year</p> <p>-Sponsorship of at least three event/activity</p>
4. Efficient use of resources to drive impact in student progress and more widely	<p>a) Regular, accurate evaluation of efficiency in terms of value for money</p> <p>b) Expenditure benchmarked against student impact, to inform spending decisions</p> <p>c) Staffing model is built on high-impact, low cost principles</p> <p>d) Efficiency savings are maximised wherever possible, through shared provision and service-level agreements with partners for</p>	<p><i>-Value for Money (VfM) evaluations</i></p> <p><i>-Spending decisions benchmarked against impact</i></p> <p><i>-Staffing model adapts to changing needs remaining highly efficient</i></p> <p><i>-Intelligent use of shared services and SLAs brings efficiency savings</i></p>	<p>-Curriculum and staffing model analysis in place annually</p> <p>-Shared services run efficiently and cost effectively</p> <p>-Trust level support offers positive impact and good value for money by</p>	<p>-Curriculum and staffing model analysis in place twice annually</p> <p>-Shared services run efficiently and cost effectively</p> <p>-Trust level support offers positive impact and good value for money by internal</p>

	example.		internal review -Staffing model is cost-effective and efficient	review -Staffing model is cost-effective and efficient
--	----------	--	--	---

6. Strategic Focus 4 – Foster strong and progressive partnerships locally and beyond

The below outlines the objectives that have been set in order to support achieving Strategic Focus 4 of **Foster Strong and Progressive Partnerships Locally and Beyond**:

1. Mutually beneficial partnership between South Bank Engineering UTC and other schools
2. Build strong and beneficial relationships with local communities
3. Build positive collaborations across the UTC network
4. Strong and beneficial links with an increasing range of partners from industry in engineering and more widely
5. Build university links with LSBU and beyond
6. Build successful International links
7. Ensure high levels engagement and involvement of parents/carers

Page 91

6.1. Key Performance Indicators

The below demonstrates the key metrics/measurements that will be used to assess academy progress against the aforementioned objectives:

Objective	Strategic priorities	Key Performance Indicator (KPI)	Target Base	Target Stretch
1. Mutually beneficial partnership between South Bank Engineering UTC and other schools	a) Build positive, professional relationships at SLT level with Lambeth and cluster schools both at secondary and primary phase b) Build positive collaborations with	-Professional relationships at SLT level -Inter-school collaborations -Links both at primary, secondary and university	-Professional links yield partnership work with three schools in two phases	-Professional links yield partnership work with five schools in two phases

	local schools which are both mutually beneficial and sustainable c) Host events and give UTC expertise to enhance local offer; use these to improve relationships.	<i>-Impact of UTC activities on wider educational community</i>	-Links with university impact on all UTC students -UTC able to evidence positive impact on wider community through range of activity	-Links with universities impact on all UTC students -UTC able to evidence positive impact on wider community through range of activity in range of channels
2. Build strong and beneficial relationships with local communities	a) Offer use of UTC expertise and facilities to local groups, such as professional qualifications to parents b) Harness nature of UTC and its students to add value to local community groups, such as enhancing local charity social media c) Build reputation and awareness of UTC in the local area by maximizing publicity for the UTC through shared activities and events	<i>-Professional qualifications customers and outcomes</i> <i>-Impact of community initiatives</i> <i>-Reputational analysis</i> <i>-Range and nature of publicity</i>	-Professional qualifications offered to external stakeholders -Community initiatives receive positive feedback -At least three positive press reports per year	-Professional qualifications achieved by external stakeholders -At least three community initiatives receive positive feedback -At least five positive press reports per year with no negative publicity in public domain
3. Build positive collaborations across	a) Develop collaborative and high-impact relationships with other	<i>-Depth, breadth and impact of inter-UTC collaborations</i>	-Evidence of positive	-Evidence of positive

<p>the UTC network</p>	<p>UTCs, especially UTC Reading and London Design UTC to improve T&L b) Relationships generate efficiencies – for example in staff recruitment or marketing c) Develop and share products, services, collaborations and projects more widely</p>	<p><i>-Efficiencies generated through collaborations</i> <i>-Impact of wider development of products and services</i></p>	<p>collaborations with two other UTCs -UTC/BDT collaborations generate efficiencies or added capacity -Positive educational impact through UTC collaborations</p>	<p>collaborations with at least three other UTCs -UTC/BDT collaborations generate efficiencies and added capacity -Positive educational impact through at least two UTC collaborations</p>
<p>4. Strong and beneficial links with an increasing range of partners from industry in engineering and more widely</p>	<p>a) Existing sponsors all actively engaged with projects delivered b) Existing partners all actively engaged c) Range of new partners engaged in engineering and more widely d) Partnerships used to ensure strong and coherent CEIAG</p>	<p><i>-Sponsor engagements: range, regularity, depth, impact</i> <i>-Engagements from existing partners</i> <i>-Engagements from new partners</i> <i>-Number and type of new partnerships</i> <i>-Quality and impact of CEIAG</i></p>	<p>-100% of sponsors deliver employer projects annually -Existing partners all deliver input annually -At least two new partnerships developed per year -Investor in Careers Award achieved</p>	<p>-100% of sponsors deliver two+ employer projects annually -Existing partners all deliver 2+ inputs annually -At least three new partnerships developed per year -Investor in Careers Award achieved -100% of</p>

				students give positive feedback on CEIAG programme
5. Build university links with LSBU and beyond	<p>a) LSBU links are developed both in depth and breadth</p> <p>b) Further university links developed, including Russell Group and other London universities</p> <p>c) Links with students and academics developed, including mentoring and lectures</p> <p>d) UTC benefits from access to university resources</p>	<p><i>-LSBU engagements: range, regularity, depth, impact</i></p> <p><i>-Engagements with other universities</i></p> <p><i>-Academic links</i></p> <p><i>-Value-add from links including mentoring and access to resources and teaching spaces</i></p>	<p>-LSBU engagements develop in range and depth</p> <p>-Academic links at LSBU add educational value</p> <p>-100% of students have LSBU link</p> <p>-100% of students rate LSBU link as positive</p> <p>-Wider links developed with other including Russell Group universities</p>	<p>-LSBU engagements develop in range and depth</p> <p>-Academic links at LSBU add educational value</p> <p>-100% of students have LSBU link</p> <p>-100% of students rate LSBU link as positive</p> <p>-Wider links developed with other including Russell Group universities</p>
6. Build successful International links	<p>a) International links developed at a student level</p> <p>b) Institutional links developed</p>	<p><i>-Impact of international links on UTC</i></p> <p><i>-Wider benefits of links eg on cultural understanding, at student level</i></p>	<p>-Two international links in place</p>	<p>-Three international links in place</p>

	internationally		-UTC students able to articulate benefits of links -Institutional international link in place	-All UTC students able to articulate benefits of links -Institutional international links in place including outside Europe
7. Ensure high levels engagement and involvement of parents/carers	<p>a) High levels of engagement from parents/carers</p> <p>b) Range of engagement with parents/carers including input in UTC decision-making</p> <p>c) Use of innovative technology to remove barriers to engagement</p> <p>d) Use of resources including technology and staffing to remove language barriers</p>	<p><i>-Attendance at parents' evenings</i></p> <p><i>-Proportion of parents/carers actively engaged with UTC</i></p> <p><i>-Impact of technology to increase range and types of engagements</i></p> <p><i>-Engagement of EAL parents/carers</i></p>	<p>-100% of parents/carers positively engaged with UTC</p> <p>-Increasing use of multi-channel communication with parents/carers</p> <p>-Effective engagement with 100% of EAL families</p>	<p>-100% of parents/carers positively engaged with UTC</p> <p>-Increasing use of multi-channel communication with parents/carers including online</p> <p>-Effective engagement with 100% of EAL families</p>

This page is intentionally left blank

	CONFIDENTIAL
Paper title:	Annual Conflicts of Interest Declarations
Board/Committee:	South Bank Academies Board
Date:	7 December 2017
Author:	Michael Broadway, Company Secretary
Purpose:	To authorise declared interests of company directors and members of the executive.
Recommendation:	The Board is requested to authorise the directors' interests.

Executive summary

1. Under the Companies Act 2006, directors have a duty to avoid a "situation" in which they have, or can have, a direct or indirect interest that conflicts, or possibly may conflict, with the interests of South Bank Academies, unless this has previously been authorised by the Board. Following a declaration process during October 2017, the Register of Interests has been updated and is attached. Declarations have been made by directors and members of SBA executive. Additions and amendments to the register are in italics.
2. The Board is requested to review existing interests and authorise new interests. Please note, that any new interests or changes to the authorised interests will need to be approved by unconflicted members of the Board. This means that directors must not participate in the authorisation of their own interests.
3. When authorising interests, unconflicted directors will need to consider whether to attach any conditions to the authorisation, for instance to not disclose confidential SBA information.
4. Directors will continue to have a duty to inform the Company Secretary if their interests change throughout the year.
5. Directors will also continue to have a duty to declare any conflicts of interest in items on the agenda at each meeting.
6. The Board is requested to authorise the declared situational conflicts of directors and members of the executive.

This page is intentionally left blank

South Bank Academies Register of Interests 2017-18

DIRECTORS/GOVERNORS

Professor David Phoenix (SBA Chair)					
Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Authorised by Board
Higher Education Funding for England (HEFCE)	Higher Education	Teaching & Quality Committee	2013		12 July 2016
Government Equalities Office	Government	Ambassador	2010		12 July 2016
National Centre for Universities and Business	Membership Organisation	Board Member	2015		12 July 2016
Museum of Science and Industry	Educational Charity	Board Member	2015		12 July 2016
MillionPlus	Think tank	Executive Member and Chair	2014		12 July 2016
Kings College	Higher Education	Visiting Professor	2010		12 July 2016
Sichuan University	Higher Education	Visiting Professor	2010		12 July 2016
University of Central Lancashire	Higher Education	Visiting Professor	2014		12 July 2016
British University in Egypt Board	Higher Education	Trustee	2013		12 July 2016
Science Museum Group Board	Educational Charity	Trustee	2015		12 July 2016

Rao Bhamidimarri (SBA CEO)					
Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Authorised by Board
Prospect College of Advanced Technology	FE College	Corporation Board Member and Remuneration committee member	OCT 2016		<i>To be approved</i>
University & Institute of Advanced Research, Gandhinagar, India	University	Governing Board Member	2012		12 July 2016
Richard Parrish					
Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Authorised by Board
Archbishop Tenison's Church of England High School, Croydon	Secondary School	Headteacher	Sept 2005		16 Dec 2016
Wightman and Parrish Ltd	Cleaning and other supplies	Shareholder in family company	Lifelong		16 Dec 2016
Diana Lesley Morrison					
Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Authorised by Board
None					
James Stevenson					
Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Authorised by Board
London South Bank University	Higher Education	University Secretary & Clerk to the Board / member of the Executive	2009		12 July 2016
Anthony Jan Giddings					
Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Authorised by Board
T. Clarke	M & E Contracting	Non-Executive Director	2014		14

					September 2016
Craigewan	Property Development	Non-Executive Director	2016		14 September 2016
Crash	Charity for Homeless and Hospices	Trustee	2014		14 September 2016
Adam Crossley					
Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Authorised by Board
Sopmie Mayej Foundation	Anti-Human Trafficking Charity	Chair of the Board of Trustees	Jan 2012		14 September 2016
Skanska UK	Construction and Development	Director of Environment	Sept 2007		14 September 2016
Douglas Denham St Pinnock					
Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Authorised by Board
Owengate Capital Ltd	Financial trading	Owner/director (paid)	1988		14/09/2016
Owengate Ltd	Financial trading	Owner/director	Pre 1995	Dormant Company	14/09/2016
Council for the Defence of British Universities	Higher Education	Member	2012		14/09/2016
Owengate Green Technology Ltd	Licensing, financing, manufacturing & maintaining green technology	Owner/director	July 2015	Dormant Company	14/09/2016
Nanogentech Limited	Licensing, financing, manufacturing & maintaining green	Owner/director	July 2015		14/09/2016

	technology				
AqSorp Ltd	Licensing, financing, manufacturing & maintaining green technology	Owner/director	July 2015	Dormant Company	14/09/2016
London South Bank University	Higher Education	Vice Chair & Pro Chancellor of LSBU	1 st June 2016		<i>To be approved</i>
West Hoathly Parish Council	Local Authority	Member	July 2016		<i>To be approved</i>
Zoe Mackey, Senior HE Policy Advisor, Quality Assessment, HEFCE. (Transferring to the OFS from HEFCE on 1st April 2018 when the OFS replaces HEFCE.)	HE regulator	Son's partner			<i>To be approved</i>
Richard Flatman					
Organisation with which connected	Sector	Relationship with organisation	As of date	Notes	Authorised by Board
South Bank University Enterprises Ltd	Commercial arm of LSBU	Director	2002		12 July 2016
London Strategy Ltd	Dormant	Director	2002		12 July 2016
London South Bank University	Higher Education	Chief Financial Officer	18 Nov 2002		12 July 2016
SW London & St. George's Mental Health NHS Trust	NHS Trust	NED & Chair of Audit Committee	1/04/2016		12 July 2016

	CONFIDENTIAL
Paper title:	Company policies 1) Remuneration Committee terms of reference; 2) Pay Policy
Board/Committee	South Bank Academies Board
Date of meeting:	7 December 2017
Author:	1) Michael Broadway, Company Secretary 2) Rao Bhamidimarri, CEO
Purpose:	1) For approval 2) To note
Recommendation:	The Board is requested: 1) to approve the Remuneration Committee revised Terms of Reference; 2) to note the pay policy

Executive Summary

Remuneration Committee terms of reference

The Board is requested to approve the Remuneration Committee revised Terms of Reference (attached).

Pay policy

The Remuneration Committee considered the current pay policy and recommended changes. We will make these changes and engage staff as their pay and progression are likely to be affected. The current policy distances our schools from the national standard STPCD scales. We achieved this following extensive discussions with staff over the previous school year.

Our policy must reflect STPCD pay and conditions in order for us to attract and retain staff, in particular teaching staff. We will strive to maintain this while revising the pay policy.

Following the revision of the policy and communications with staff, the revised policy will be submitted for Board for consideration at its June meeting, so that the revised policy can be implemented from 2018/19 school year.

Parity with STPCD scales is critical in order for us to attract and retain staff, in particular teaching staff. We will strive to achieve this while revising the pay policy.

The Board is requested to note the pay policy (see Appendix)

This page is intentionally left blank

Remuneration Committee Terms of Reference

1. Constitution

- 1.1 The Board of Directors has established a committee of the Board known as the Remuneration Committee.

2. Membership

- 2.1 Membership shall consist of three directors.
- 2.2 A quorum shall consist of at least 2 directors, at least one of whom should be independent of South Bank Academies or London South Bank University..
- 2.3 The committee may, if it considers it necessary or desirable, co-opt members with particular expertise.
- 2.4 An HR advisor will usually attend meetings.
- 2.5 The Chair of the Committee, in consultation with the Chair of the Board, may nominate additional directors to join the committee.

3. Frequency of meetings

- 3.1 Meetings shall normally be held annually after the approval of the Company Accounts.

4. Secretary

- 4.1 The secretary to the Remuneration Committee will be the Company Secretary or other appropriate person nominated by the Company Secretary.

5. Duties

- 5.1 The duties of the committee shall be to:
- 5.1.1 note the objectives and performance of the CEO, Business Manager /CFO and Principal's (together the Key Management Personnel);
 - 5.1.2 set the pay and approve bonuses of the Key Management Personnel; and
 - 5.1.3 recommend the Company pay policy to the Board for approval.

6. Reporting Procedures

- 6.1 The minutes (or a report) of meetings of the Remuneration Committee will be circulated to all members of the Board.

This page is intentionally left blank

	CONFIDENTIAL
Paper title:	Governance compliance
Board/Committee:	South Bank Academies Board
Date of meeting:	7 December 2017
Author:	Michael Broadway, Company Secretary
Purpose:	For approval
Recommendation:	The Board is requested to elect a Chair and Vice Chair of the SBA Board.

Executive Summary

Articles of Association

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.”

It is proposed that, for the current school year, 2017/18:

- (i) Professor David Phoenix is re-elected as Chair of the Board;
- (ii) Richard Flatman is re-elected Vice-Chair of the Board.

Accordingly, the Board is requested to approve that:

- (i) David Phoenix continues as Chair;
- (ii) Richard Flatman continues as Vice-Chair;

This page is intentionally left blank