

## Meeting of the South Bank Academies Board

2.00 - 4.00 pm on Thursday, 14 September 2017  
in South Bank Engineering UTC, 56 Brixton Hill SW2 1QS

*\*2.00 – 2.30 pm a tour of the new UTC building*

### Agenda

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
1.	Welcome and apologies		DP
2.	Declarations of interest		DP
3.	Minutes of previous meeting	3 - 8	DP
4.	Matters arising	9 - 10	DP
	<b><i>Items to discuss</i></b>		
5.	CEO's report	11 - 12	RB
6.	MAT draft strategy	13 - 22	RB
7.	Key Performance Indicators report 2016/17 and targets for 2017/18	23 - 28	RB
8.	Schools development plans	29 - 30	RB
	<b><i>Items to note</i></b>		
9.	MAT risk register	To Follow	CV
10.	Board plan 2017/18	31 - 34	MB
11.	Board composition	35 - 38	MB
12.	Any other business		DP

**Date of next meeting**  
**14.00 on Thursday, 7 December 2017**

**Members:** David Phoenix (Chair), Rao Bhamidimarri, Adam Crossley, Douglas Denham St Pinnock, Steve McGuire, Richard Parrish and James Stevenson

**Apologies:** Richard Flatman and Tony Giddings

**In attendance:** Michael Broadway, Claire Viner and Pervena Singh

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**Minutes of the meeting of the South Bank Academies Board  
held at 4.00 pm on Tuesday, 11 July 2017  
South Bank Engineering UTC, 56 Brixton Hill SW2 1QS**

**Present**

David Phoenix (Chair)  
Rao Bhamidimarri  
Adam Crossley  
Douglas Denham St Pinnock  
Richard Flatman  
Tony Giddings  
Richard Parrish (From minute 5)  
James Stevenson

**Apologies**

Steve McGuire

**In attendance**

Michael Broadway  
Dan Smith  
Pervena Singh (Clerk)

**1. Welcome and apologies**

The Chair welcomed directors to the meeting. The above apologies were noted.

**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 Thursday, 30 March 2017.

**4. Matters arising**

The Board discussed the pending matters arising from the previous meetings;  
March 2017;

Agenda Item 7, finance report – the Board noted that monthly financial management reports are to be sent to directors on the appointment of the new Business Manager starting in August 2017.

Agenda Item 13, AOB – the Board noted that the South Bank Academies website is fully compliant and nearing completion and will be made live shortly.

December 2017;

Agenda Item 5, Chief Executive's report - The Chair updated the Board on the progress of the appointment of Lesley Morrison. The Chair and the CEO in April 2017 had met Ms Morrison she would confirm whether she had the time to commit to the role.

Agenda Item 6, Strategic plan – the Board were informed that the draft strategic plan has been circulated to the school Principals for their feedback.

Agenda Item 15, Board and Local Governing Body Membership - The Chair provided an update on the recruitment of a permanent CEO, which has been put on hold following various developments within the company. The current CEO will continue until summer 2018.

Agenda Item 16, Policies – The Business Manager to circulate the amended version of the financial control policy as soon as possible.

## **5. CEO's Report**

The Board was presented with the CEO's report, which included detail on the two schools, the departure of the current Business Manager, learning and teaching, behaviour for learning, student recruitment, LSBU links and updates from the Department for Education (DfE) and Ofsted inspections.

The Board discussed the Ofsted inspection at the Academy which took place on Tuesday, 9<sup>th</sup> and Wednesday, 10<sup>th</sup> May 2017. The Board were pleased to note the outcome of 'Good'. It was agreed that the Clerk would circulate the final Ofsted report to directors when published.

The Board discussed the DfE inspection which took place on Friday, 23 June 2017 at the UTC. Feedback from the visit had not yet been received. The Board were reminded that the DfE will inspect the school every term, which is normal procedure for newly formed University Technical Colleges.

The CEO confirmed the resignation of the Company's Business Manager. The Board thanked him for his support towards the formation of the MAT. The CEO explained that the new Business Manager would be joining in August 2017 and will bring with her extensive knowledge of business management, finance, and school compliance.

The CEO highlighted the challenges faced by the UTC for student recruitment. The Board discussed the current numbers of applicants, especially in year 10.

The Board discussed links between LSBU, South Bank Academies and the two schools, and were pleased to hear of the initiatives put in place to strengthen the relationship and better engagement.

The Board discussed expansion of the MAT, and requested a draft strategy on expansion for discussion at a Board strategy session.

The Board requested reporting by exception to the Board of any issues raised at the local governing bodies meetings, via the CEO's report.

## **6. MAT marketing strategy**

The Board discussed the MAT marketing strategy report which included an overview of the marketing objectives, the current market, strengths and areas to improve, target audience, assessment of marketing channels, trust level marketing and school level marketing. The marketing strategy was closely linked to the recruitment at school level.

The Board questioned the marketing process for targeting parents. It was noted that both schools are keen to develop greater engagement with parents.

The CEO confirmed that the Academy holds monthly Parent Teacher Association (PTA) meetings, led by parents. Engagement with parents at the UTC was being developed.

The Board discussed the importance of individual school brands, which form part of the group brand. The Board emphasised the impact of social media.

The Board noted that in order to improve the UTC's brand it may be necessary to change its name in the future, potentially to 'London South Bank Engineering UTC'.

The Board requested that the marketing strategy should cover position, branding and links to London South Bank University (LSBU).

The revised brand and marketing strategy would be discussed at the strategy meeting in autumn 2017. LSBU's Chief Marketing Officer, Nicole Louis would be invited to this session.

## **7. May financial management report**

The Board discussed the May 2017 consolidated financial management report, which forecasted a surplus of £307k for the year.

The Board were informed that the forecast surplus had reduced due to lower than anticipated pupil numbers leading to a clawback from Education and Skills Funding Agency (ESFA).

The Board noted that both schools were forecasting a surplus.

**8. MAT budget 2017/2018**

The Board discussed the MAT Budget for 2017/2018 and five year forecasts. The budget included the Company's consolidated budget, individual budgets for schools, central services and an analysis of income and expenditure.

The Board noted the surplus as a percent of income was budgeted to reduce to 1%. The Board agreed that the aim should be to achieve 2.5% for 2017/18 rising to 5% in 2021/22.

The Board requested a revised budget to be circulated to directors for approval via email. The budget and five year forecasts would be submitted to the Department of Education (DfE) by Monday, 31 July 2017.

The Board requested management to use LSBU's procurement expertise to help achieve value for money.

**9. MAT risk register**

The Board noted the MAT risk register which had been reviewed by the audit committee at its meeting on Thursday, 6 July 2017. The Chair of the audit committee confirmed that the risk register's review dates needed to be amended following discussion at the audit committee meeting.

The Board noted the high risk areas facing the MAT currently are safeguarding, health and safety due to UTC's temporary accommodation, the fair funding formula and student recruitment.

**10. UTC assurance visit report**

The Board noted the report on the assurance visit by two directors and the CEO, which took place at the UTC on Tuesday, 6 June 2017.

**11. Board Committees and LGBs report of decisions**

The Board noted the report on decisions at each of the local governing bodies. The Board requested a high level score sheet to provide an indication of the progress of pupils.

**12. Governance effectiveness assessment summary**

The Board noted an overview of the results from the governance effectiveness review. The Board noted the key areas that require further improvement.

The Board noted that the LSBU Board of Governors has established a working group to look at the group governance structure.

The results of this effectiveness review will feed into the work for the working group. It was agreed that the relationship between the Board and the LGBs would be discussed.

**Date of next meeting**  
**2.00 pm, on Thursday, 14 September 2017**

**Confirmed as a true record**

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**SOUTH BANK ACADEMIES BOARD - TUESDAY, 11 JULY 2017  
ACTION SHEET**

<b>Agenda No</b>	<b>Agenda/Decision Item</b>	<b>Action</b>	<b>Date</b>	<b>Officer</b>	<b>Action Status</b>
5.	CEO's Report	The Board requested a MAT growth strategy for discussion at the strategy event.	Before Strategy event (21 November 2017)	Rao Bhamidimarri	To do
6.	MAT marketing strategy	To discuss MAT development, strategy and branding at strategy event.	Before Strategy event (21 November 2017)	Rao Bhamidimarri	To do
8.	MAT budget 2017/2018	The Board requested a revised version of the 2017/18 budget and five year forecast.	Before 21 Jul 2017	Claire Viner	Completed

**THURSDAY, 30 MARCH 2017**

<b>Agenda No</b>	<b>Agenda/Decision Item</b>	<b>Action</b>	<b>Date</b>	<b>Officer</b>	<b>Action Status</b>
7.	February 2017 financial management report	Monthly financial management report to be sent to directors. Reports to be circulated in the 3rd week of the following month.	To start in August 2017	Claire Viner	Pending, to start on the appointment of the new Business Manager.
13.	Any other business	Directors to be circulated a link to view South Bank Academies web site before site is made live.	Before the start of academic term	Rao Bhamidimarri	Pending, website still under review.

**FRIDAY, 16 DECEMBER 2016**

<b>Agenda No</b>	<b>Agenda/Decision Item</b>	<b>Action</b>	<b>Date</b>	<b>Officer</b>	<b>Action Status</b>
1.	Welcome and apologies	Annual business plan for the Board to be developed.	Before the start of academic term	Pervena Singh	Completed, included as agenda item for 14 <sup>th</sup> September 2017.
6.	Draft Strategic Plan	A revised version of the MAT strategic plan incorporating KPIs to be provided to the Board.	When available	Rao Bhamidimarri	In progress, under review by principals.
16.	Policies	Amended version of the financial control policy to be circulated to directors by email.	ASAP	Dan Smith	Pending, Business Manager to circulate.

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	CONFIDENTIAL
Paper title:	Chief Executive's Report
Board/Committee:	South Bank Academies Board Meeting
Date of meeting:	14 September 2017
Author:	Rao Bhamidimarri
Purpose:	To note
Recommendation:	The meeting is requested to note the CEO's Report.

### **The Trust**

Following the departure of the Dan Smith, the Chief Financial Officer, we appointed Claire Viner as his replacement. Before joining the Trust on 1<sup>st</sup> August 2017, Claire was the Finance Director at St Paul's Academy in Greenwich, where worked for 12 years. She has now assumed all the responsibilities of the CFO.

The July and August have been extremely busy time for the Trust staff as we worked to ensure that the new building would become available for the UTC for the start of the new school year. The building is being handed over to us on Friday, 8<sup>th</sup> September, although the furniture, IT and equipment supplier have been working over the last three days for delivery and installation. We expect this work will be completed and by Sunday 10<sup>th</sup> September in time for the UTC to open on 11<sup>th</sup> September.

### **Academy**

The new Principal, John Taylor, joined the Academy on 1<sup>st</sup> September 2017. He is beginning to review the structure and operations at the Academy to build on the Good Ofsted rating which the Academy received in May 2017.

Recruitment at the Academy remains buoyant. We have currently 144 students in Year enrolled. We are expecting that this number will grow to the permitted number of 150 over the first term. We have recruited 29 students into Year 12 so far bringing the total sixth form student numbers to 55. We expect this number to grow substantially when our own Key Stage 2 students complete their GCSEs.

We recruited staff for the expanded student numbers and the Academy has the full complement of staff in all subject areas.

We undertook extensive maintenance work at the Academy over the summer. Further work to reflect the engineering specialism will take place over half term.

Lack of active involvement of Governors in safeguarding matters was raised by the Ofsted inspector with the Governors by the Lead Inspector. This will be a key focus for the Local Governing Body and the Senior Leadership Team in the new school year.

## **UTC**

Following extensive work with the ESFA's Technical Advisers and the contractors (Bowmer and Kirkland), the UTC building work was expedited. This has enabled us to open the UTC on time for the new school year. While the quality of work is patchy in some areas, we are pleased that the UTC can reopen as planned.

Having taken control of the engineering and IT equipment procurement from the contractors, we have been able to gain the best value for the funding available. A key criterion has been to future proof the college in the face of rapidly changing technology.

One student was permanently excluded towards the end of the last school year for persistent absence and repeated disobedience, causing disruption to the learning of the other students and aggressive behaviour towards UTC staff.

DfE Term 3 Inspection identified several areas for improvement. Safeguarding, while currently adequate, has been identified as an area for significant improvement. Both the Senior Leadership Team and the Governors were asked to focus further in this area. Accordingly, a group of Governors from the Local Governing Body will focus on Student Welfare and Safeguarding to oversee and to ensure that significant improvements are made.

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Draft Strategic Plan - Version 0.4

	CONFIDENTIAL
Paper title:	MAT Draft Strategy
Board/Committee:	South Bank Academies Board
Date of meeting:	14 September 2017
Author:	Rao Bhamidimarri - CEO
Purpose:	The Board
Recommendation:	The meeting is requested to note the strategy.

### Executive summary

The Board is requested to review and note the updated draft strategy report.

### 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 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. Partnership with the employers is important to us, as the employer links provide a real world context to the education and offer mentoring, internship and apprenticeship 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 pupils reach their potential and have the skills needed for 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 irrespective of back ground.

#### **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 schools and colleges offer organisational development support to staff at all levels in order 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 levels will be P8 0.65.
- Progression into higher education, apprenticeships or employment **100% – ‘all students to engage in post 16, further education course of study or apprenticeships**
- Disadvantaged students, White British boys and Black Caribbean boys will progress to be in line with all students
- Internal assessments will show that all of our teaching is rated ‘Good’ and at least 50% is rated ‘Outstanding’, across our institutions.



### **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 universities and employers
- There will be no permanent exclusions across any of our academies
- 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**

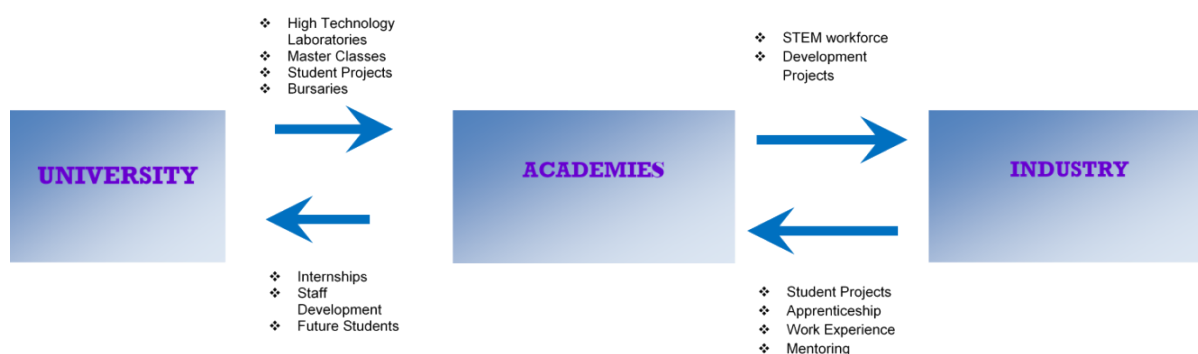
- Our schools will be the first choice for ambitious students and high achieving staff
- We will maintain a record of zero critical safeguarding issues across our institutions each year
- All governors will maintain fully training on safeguarding, including Prevent and e-safety
- We will keep up to date and functional data protection policies

### **Outcome 2 Real world impact**

An innovative learning environment is critical to achieve the Trust's mission. The academies require class rooms and other designated places for teaching and learning such as science and engineering laboratories, learning centres, computer suites, tutorial spaces, meeting rooms etc. But the environment also must capitalise on technologies, for both individual study and group learning. The specialist equipment for science and engineering needs to be state of the art in order for students to learn and work with advanced technologies in alignment with modern work places.

At South Bank Academies, we offer an innovative curriculum and a pedagogy that requires purpose designed learning environments. We designed the learning environments that cater for group learning, project based learning, demonstration spaces, distinctive science and engineering spaces. The Learning Centre is increasingly digitally based and therefore also offers individual study spaces. Engineering at our academies has an emphasis on digital engineering, allowing for the students to work with world leading industries, which increasingly rely on digital technologies.





## 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 increase from 90% attendance at meetings to 95%
- Shared staff hours across Trust schools will increase from 36 hours to 100 hours

### 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 grow the number of masterclasses or workshops led by our sponsors from 10 each year to at least 20
- We will ensure London South Bank University and employer partners are 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, 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

- 1.5% of each school's income will be self-generated through Enterprise activities **<check this should not be under Innovative and Entrepreneurial Learning Environment>**
- Our staff costs will not exceed 75% of our General Annual Grant income
- Every year, each school's Local Governing Body will meet 5 times

### **The role of our Trust – by 2020**

- The annual surplus in our Trust accounts, and all Trust schools accounts, will have risen to 2% of income
- Our annual Trust income will have risen from £4.6m in 2016/17 to £13m in 2019/20
- Costs of running the Trust will never exceed 5% of the incomes of our schools **<confirm this is an accurate reading of the KPI>**
- Our Trust will meet at least 4 times each year, and ensure 100% of our statutory policies are ratified
- Annual audit will be authorised and returned to DFE, and returns made to Companies House, on time each year

### **Goal 6 People TBD**

#### **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.**

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	CONFIDENTIAL
Paper title:	Key Performance Indicators report 2016/17 and targets for 2017/18
Board:	South Bank Academies Board meeting
Date of meeting:	14 September 2017
Author:	Rao Bhamidimarri
Purpose:	To discuss

## **Executive Summary**

The Board approved the Key Performance Indicators for the Trust central Office and the Trust schools at its meeting on 14<sup>th</sup> September 2016.

In approving the set of KPIs, the Board required that the CEO reported against the KPIs annually.

There are different KPIs for the Trust and the Trust's schools. The Trust's KPIs are mainly linked to categories within the Trust Risk Register and the schools are linked to the performance criteria set by OfSTED.

The reports show the strategic goal/OfSTED criterion followed by the Key Performance Indicator, the targeted outcome and the actual outcome.

As the schools have not had students attending GCSE, and A Level examinations, no outcomes are available for this report.

Key Performance Indicators - South Bank Academies (TRUST)					
Risk Register Criteria	Ofsted Criteria (See key*)	Key Performance Indicator	Target		
			2016/17	Actual	Executive Lead
Compliance	2	Number of Trust Meetings per Academic Year	4	4	Comp Secy
	2	Trust level statutory policies ratified	100%	100%	CEO
	2	Annual Audit authorised and returned to DFE on time	31st December	31st December	CEO
	2	Returns to Companies House	100%	100%	Comp Secy
Finance	1	Surplus in Trust Annual Accounts and all Trust schools. % of Income.	1%	Not Available	CEO
	2	Trust Costs do not exceed a % of Trust's Schools Income.	5%	3%	CEO
	2	Income Growth (Annual Trust income)	£4.6m	£8.7m	CEO
Student Numbers	2	All schools must achive their pupil number submissions to the DfE. % of submission.	90%	82%	CEO
Infrastructure	2	Financial reserves for capital projects	£100k	Not Available	CEO
Reputation	1	Ofsted Inspection Outcomes (All schools)	'Good' or better	'Good'	CEO
Collaboration	4	Links with the London South Bank University and employer partners. All Post 16 students have mentoring/work experience/projects.	100%	100%	CEO
	4	Minimum number of masterclasses or workshops from sponsors	10	15	CEO
Safeguarding	4	Critical safeguarding incidents	0	0	CEO
	2	Staff and Governors Safeguarding training (including Prevent and e-Safety)	100%	100%	CEO
	4	Data Protection policies and procedures (firewall, filtering)	Up to date and functional	Up to date and functional	CEO
<b>* OFSTED CRITERIA</b>					
Ofsted will make key judgements on the five areas shown below. It is therefore important to make sure that the KPI's given are linked to and can have a positive affect on both the Trust's strategic goals and also the Ofsted judgement criteria. The Ofsted key number is listed next to the relevant KPI.					
Description	Key No				
Overall effectiveness - the quality and standards of education	1				
Effectiveness of leadership and management	2				
Quality of teaching, learning and assessment	3				
Personal development, behaviour and welfare	4				
Outcomes for pupils	5				





Key Performance Indicators - Academy					
Outcome Criteria	Ofsted Criteria (See key*)	Key Performance Indicator	Targets		School Lead
			2016/17	Actual	
Student Progress, Attainment and Success	1	Ofsted Inspection outcomes	Good or Better	Good	Principal
	5	Key Stage 4 attainment levels	P8 0.5	Not Available	Principal
	3	Teaching quality shown during internal observations	100% Good or Better 35% Outstanding	74% Good or Better 7% Outstanding	Principal
	5	Disadvantaged students, White British boys and Black Caribbean boys	Progress to be in line with all students	Not Available	Principal
	5	More able students	P8 0.5	Not Applicable	Principal
	5	Key Stage 5 attainment levels - ABB	30%	Not Applicable	Principal
	4	No of Student exclusions - Permanent and Temporary (annual)	Permanent 0% Temporary 3%	Permanent 0% Temporary 1.3%	Principal
	4	Whole school attendance record - Minimum % of attendance	96%	96%	Principal
Safeguarding and student welfare	4	External Safeguarding Audit - No of Critical Incidents identified	0	0	Principal
	4	External H&S Audut - No of High Risks identified	0	0	Principal
	4	Student participation in Enrichment programmes including voluntary projects - % of students.	100%	98%	Principal
	2	Parent Engagement.	Annual meetings with a minimum of 90% attendance.	All parents meetings over 80% attendance.	Principal
	2	Feedback from annual Parent and Student (KS4 and KS5) questionnaires - % of Satisfactory returns	90%	86%	Principal
Collabarative Development	2	Shared staff hours across Trust schools	36hrs	Not Available	Principal
	4	Post 16 students have mentoring/work placements	100%	100%	Principal
	4	All students to engage in Post 16, Further Education course of study or apprenticeships	100%	Not Applicable	Principal
	2	Positive Employer/Industry feedback	90%	Not Applicable	Principal
Innovative learning Environment	3	Number of computers/devices per student	1:1	1:1	Principal
	4	Sponsor-led student projects	3	2	Principal
	5	No. of students studying University modules	0	-	Principal
	2	Maximum Staff Costs as a % of GAG income	77%	79%	Principal
Effective Resource Management	2	Enterprise Income - Self generated income as a % of Total Income	1.00%	Not Available	Principal
	1	Number of Local Governing Body Meetings per Academic Year	5	5	Principal

Key Performance Indicators - UTC					
Outcome Criteria	Ofsted Criteria (See key*)	Key Performance Indicator	Targets		School Lead
			2016/17	2016/17 actual	
Student Progress, Attainment and Success	1	Ofsted Inspection outcomes	Good or Better	N/A	Principal
	5	Key Stage 4 attainment levels	P8 0.1	N/A	Principal
	3	Teaching quality shown during internal observations	100% Good or Better 35% Outstanding	96% Good or better 40% Outstanding (Not including agency)	Principal
	5	Disadvantaged students, White British boys and Black Caribbean boys	Progress to be in line with all students	Difference in GCSE points: Dis ad +1.4; WBRI - 1.9; BCRB +3.1 rel to targets	Principal
	5	More able students	P8 0.1	Diff in GCSE points: +2.86 rel to targets	Principal
	5	Key Stage 5 attainment levels - ABB	30%	N/A	Principal
	Safeguarding and student welfare	4	No of Student exclusions - Permanent and Temporary (annual)	Permanent 0% Temporary 3%	Permanent 1%; temporary 7%
4		Whole school attendance record - Minimum % of attendance required	96%	94.4%	Principal
4		External Safeguarding Audit - No of critical incidents identified	0	0.0%	Principal
4		External H&S Audit - No of High Risks identified	0	0.0%	Principal
4		Student participation in Enrichment programmes including voluntary projects- % of students.	100%	100.0%	Principal
Collabarative Development		2	Parent Engagement.	Termly meetings with a minimum of 90% attendance.	Twice yearly meetings with 45-50% attendance
	2	Feedback from annual Parent and Student (KS4 and KS5) questionnaires - % of Satisfactory returns	90%	100.0%	Principal
	2	Shared staff hours across Trust schools	36hrs	0 hours	Principal
	4	Post 16 students have mentoring/work experience placement	100%	100% access to employer projects	Principal
	4	All students to engage in Post 16, Further Education course of study or apprenticeship - Minimum number of engagements	100%	100% access to employer projects	Principal
	Innovative learning Environment	2	Positive Employer/Industry feedback	90%	100.0%
3		Number of computers/devices per student	1:1	1 to 1	Principal
4		Sponsor-led student projects	3	9	Principal
5		No. of students studying University modules	0	57 had access to LSBU mentoring programme led by ambassadors	Principal
Effective Resource Management	2	Maximum Staff Costs as a % of GAG income	77%	76.0%	Principal
	2	Enterprise Income - Self generated income as a % of Total Income	1%	0.0%	Principal
	1	Number of Local Government Meetings per Academic Year	5	500.0%	Principal

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	CONFIDENTIAL
Paper title:	School Development Plans
Board/Committee	South Bank Academies Board meeting
Date of meeting:	14 September 2017
Author:	Pervena Singh, Governance Assistant
Executive/Operations sponsor:	Rao Bhamidimarri, CEO
Purpose:	Discussion
Recommendation:	The meeting is requested to note the key focuses of the UTC's and Academy's development plans.

## **Executive Summary**

The Board is asked note the school development plan in conjunction with the key performance indicators.

## **University Academy of Engineering South Bank Vision**

Summary Focus:

- To ensure good or better learning and teaching practices, and that they are consistently embedded across the Academy to ensure sustained performance.
- To ensure good Behaviour and Attitude to learning across the entire learning community.
- To ensure all staff are appropriately challenged, trained and supported 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 the Academy is a safe, caring and supportive environment which allows all students, regardless of starting points or background, to flourish.
- To ensure the Academy becomes a local and national beacon to other STEAM centred schools.

## **South Bank Engineering UTC**

Summary Focus

- Offer an outstanding education with high academic standards in a technical context
  - Achievement of judgement of at least Good in mock Ofsted inspection in each year
  - Progress is strong: no significant group underperforming the national average, including pupil premium

- The curriculum and timetable more widely are designed to maximise opportunities to develop students' technical skills and capabilities
- The 6th form is excellent
- Recruit, develop and retain excellent staff
  - Attract high quality staff, both in teaching and support roles
  - Ensure all staff work effectively in support of the UTC's objectives and in sympathy with its values
  - Ensure teaching shows the highest possible degree of expertise including accuracy of prediction and assessment
  - Ensure quality assurance of teaching and learning is robust and linked to high quality CPD
  - Secure excellent retention rates of staff, including providing career development opportunities
- Maintain financial sustainability
  - Meet PAN in each cohort each year
  - Low Cost and Cost Transparency
  - Increase Revenue through different revenue streams
  - Efficient use of resources to drive impact in student progress and more widely
- Foster strong and progressive partnerships
  - Mutually beneficial partnership between South Bank Engineering UTC and other schools
  - Build strong and beneficial relationships with local communities
  - Build positive collaborations across the UTC network
  - Strong and beneficial links with an increasing range of partners from industry in engineering and more widely
  - Build university links with LSBU and beyond
  - Build successful International links
  - Ensure high levels engagement and involvement of parents/carers

	CONFIDENTIAL
Paper title:	South Bank Academies Board plan 2017/2018
Board:	South Bank Academies Board
Date of meeting:	14 September 2017
Author:	Pervena Singh, Clerk
Executive sponsor:	Michael Broadway, Company Secretary
Purpose:	The Board are asked to note its business plan for the financial and academic year.
Recommendation:	The Board is requested to note the plan

**Executive Summary**

The Board's business plan is based on its primary responsibilities and the matters reserved to the Board.

The plan covers recurring and compliance matters for 2017/18. Significant investments or ad hoc items will be discussed as required.

The Board is requested to note its annual business plan.

### The Board/Committee Annual Meeting Work Planner

<b>Board</b>	<b>Sep</b>	<b>Dec</b>	<b>Mar</b>	<b>Jul</b>
Annual review declaration of interests		X		
Annual report & accounts		X		
External audit findings		X		
External audit letter of representation		X		
KPI results for previous year, KPI targets for next year	X			
<b>Standing Items</b>				
CEO report	X	X	X	X
KPI report		X	X	X
MAT risk register	X	X	X	X
MAT/School development plan	X	X	X	X
Reports on decisions from committees & local governing bodies (with school KPI's)		X	X	X
<b>Regular Items</b>				
DFE/ OfSTED updates				
Budget				X
Five- year forecast				X
Financial Management Report		X	X	X
Board & local governing bodies	X			
Assurance visit reports (as required)	(X)	(X)	(X)	(X)
Policies review/ approval (as required)	(X)	(X)	(X)	(X)

<b>Audit Committee</b>	<b>Nov</b>	<b>Mar</b>	<b>Jun</b>
<b>Standing Items</b>			
Internal audit report	X	X	X
Speak up report	X	X	X
Anti fraud bribery and corruption report	X	X	X
MAT risk register	X	X	X
School risk register	X	X	X
<b>Regular Items</b>			
Annual report & accounts	X		
External audit findings	X		
External audit letter of representation	X		
External auditor terms of engagement and remuneration	X		



<b>Remuneration Committee</b>	<b>Dec</b>
<b>Standing Items</b>	
Key management personnel objectives (to note)	X
Key management personnel remuneration, including bonus	X
Pay policy	X

<b>Nomination Committee</b>	<b>Ad Hoc</b>
<b>Standing Items</b>	
Board membership	X
Equality and diversity of Board	X
Review succession plan	X
Annual skills review	X

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	CONFIDENTIAL
Paper title:	Board composition, committee membership and local governing bodies membership
Board/Committee:	South Bank Academies Board
Date:	14 September 2017
Author:	Pervena Singh, Clerk
Board sponsor:	Michael Broadway, Company Secretary
Purpose:	To update the Board on its membership and membership of the local governing bodies.
Recommendation:	That the Board notes: <ul style="list-style-type: none"> <li>• the Board membership for 2017/18</li> <li>• Local governing bodies membership for 2017/18</li> </ul>

### **Executive Summary**

The Board is asked to note the Board and committee membership for the academic year 2017/18 and to note the recommended changes. Membership of the local governing bodies for 2017/18 is included for information.

### **New director:**

The following director is to be appointed for the new academic year:

- Lesley Morrison

### **Current Board composition and membership for 2017/18**

The Board current membership is:

#### ***LSBU directors***

David Phoenix - Chair of the Board  
Richard Flatman- Vice-Chair  
James Stevenson  
Rao Bhamidimarri

#### ***Independent directors***

Adam Crossley  
Douglas Denham St Pinnock  
Richard Parrish  
Steve McGuire  
Tony Giddings  
Lesley Morrison

## **Committee membership**

### **Audit Committee**

Richard Flatman - Chair  
Adam Crossley  
Tony Giddings  
Rao Bhamidimarri (in attendance)

### **Remuneration Committee**

Douglas Denham St Pinnock - Chair  
David Phoenix  
Richard Parrish  
Rao Bhamidimarri (in attendance)

### **Nomination Committee**

Dave Phoenix (Chair)  
Rao Bhamidimarri  
Douglas Denham St Pinnock  
Richard Flatman  
Steve McGuire  
James Stevenson

## **University Academy of Engineering South Bank**

### **Local Governing Bodies**

Rao Bhamidimarri - Chair  
Michael Broadway  
Samantha Jury-Dada  
Natalie Ferer  
Steve French  
Karen Fowler  
Lesley Morrison  
John Taylor – Principal  
Tony Roberts

### **Learning and Teaching Committee**

Lesley Morrison - Chair  
Rao Bhamidimarri  
Steve French  
Karen Fowler  
John Taylor  
Tony Roberts

### **Finance and General Purposes**

Natalie Ferer - Chair  
Rao Bhamidimarri  
Michael Broadway  
John Taylor  
Claire Viner (in attendance)

## **South Bank Engineering UTC**

### **Local Governing Bodies**

Rao Bhamidimarri - Chair  
Ian Brixey  
Ed Arthur  
Dan Cundy - Principal  
Natalie Ferer  
Sarah Gordon  
Richard Parrish  
Tony Roberts  
Joanne Shand  
Ruth Smith  
Joanne Young  
Suzanna Williams

### **Learning and Teaching Committee**

Ian Brixey - Chair  
Rao Bhamidimarri  
Dan Cundy - Principal  
Richard Parrish  
Tony Roberts  
Joanne Young

### **Finance and General Purposes**

Natalie Ferer - Chair  
Ian Brixey  
Rao Bhamidimarri  
Dan Cundy - Principal  
Ruth Smith  
Claire Viner (in attendance)

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