

Meeting of the University Academy of Engineering School Advisory Board

4.00 pm on Thursday, 3 December 2020
in MS Teams

Agenda

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1.	Welcome and apologies		CM
2.	Declarations of interest		CM
3.	Minutes of previous meeting <ul style="list-style-type: none"> • 9 July 2020 • 15 October 2020 	3 - 16	CM
4.	Matters arising	17 - 18	CM
	Items to discuss		
5.	Principal's report, including safeguarding update	19 - 34	JT
6.	Development plan, including targets	35 - 58	JT
7.	Assessment and achievement update	59 - 60	JT
8.	In-depth focus: Pupil Premium	61 - 70	ML
9.	In-depth focus: Special Education Needs	71 - 74	ML
10.	Governance review <ul style="list-style-type: none"> • Skills audits' analysis • Training needs • Board membership • Link governors • Compliance check (annual confirmation of pecuniary interests, statutory website requirements) 	75 - 78	CM
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<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
15.	Update from the MAT		DC
16.	School Risk Register - updates	91 - 96	DC

**Date of next meeting
4.00 pm on Thursday, 28 January 2021**

Members: Chris Mallaband (Chair), Alex Drake (Vice-Chair), Veronica Allen, Safia Barikzai, Philipp Herzberg, Zakir Matin and John Taylor

Apologies:

In attendance:

**Minutes of the meeting of the University Academy of Engineering School
Advisory Board
held at 4.00 pm on Thursday, 9 July 2020
MS Teams**

Present

Chris Mallaband (Chair)
Veronica Allen
Safia Barikzai
Philipp Herzberg
Zakir Matin
John Taylor

Apologies

Alex Drake
Karen Fowler
Dan Cundy

In attendance

Michael Broadway
Dominique Phipp
Jason Philipsz

1. Welcome and apologies

The Chair welcomed the members and attendees to the meeting. The above apologies were noted.

2. Declarations of interest

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

3. Minutes of previous meeting

The SAB approved the minutes of the previous meeting.

4. Matters arising

Year 11 attendance – It was noted that attendance figures would be discussed during the Principal's report (item 6).

The Teachers' Pay Policy – The SAB noted that, at its meeting of 7 July 2020, the SBA Board discussed the policy. It was supportive of the principles of the revised policy, but requested that the Remuneration Committee reviews the policy in detail ahead of the Board formally approving it. The Remuneration Committee was requested to look at the strategic implications of the policy and consider the affordability of the pay scales proposed. The Chair noted that staff have not seen the amendments to the policy following completion of

the staff consultation process. The Chair agreed to follow up on this with the Trust HR Manager out of committee.

Y7 first choices – The SAB noted that 52 out of 110 total applicants to enter UAE for Y7 have selected the school as their first choice.

Children's annual reports examples – It was noted that children's performance reports would be discussed later in the meeting (item 10).

Formative Assessment policy – It was noted that an update on the policy would be provided later in the meeting (item 8).

Charging and Remissions policy – It was noted that the policy would be discussed later in the meeting (item 11).

5. **Questions for the Principal**

There were no questions for the Principal.

6. **Principal's report - focus on online school**

The Principal highlighted the key points from the report as:

Quality of teaching

- Before lockdown, 6% of teachers (3 teachers) were judged to require more support to meet the teachers' standards. The coronavirus pandemic has delayed the response to this assessment. Support for these staff should resume in September 2020, with the CPD process now online.
- It has been agreed that teachers' appraisal objectives need to be more flexible due to the coronavirus pandemic. It was noted that staff have been exploring and trialling new teaching methods during lockdown, and staff who can evidence their learning and professional development should achieve their performance management targets.

The Chair asked if a table could be included in the Principal's report showing the number of teachers with exemplary performance. The Principal agreed to explore with the Quality Committee how exemplary performance can be evidenced and reported in the future.

Attainment

The SAB noted the current performance of Y11 students. The Principal explained that a significant improvement in performance had been anticipated and can be seen in these results. The SAB praised the results and thanked the Principal for collating this data.

The SAB noted the Progress 8 scores. The Principal explained that the improvement in Progress 8 scores is largely due to better results in the

sciences. Attainment in this area was previously low, but the UAE now has long-term, strong and consistent teaching across the three science subjects.

The SAB noted that staff recruitment in the mathematics department has been strong this year.

The SAB noted that there is a significant gender gap in the Y11 results. The Principal explained that this may be because there is a much smaller cohort of girls in Y11, therefore any shift in their results would look statistically significant in comparison to the boys. It could also be due to different revision styles amongst boys and girls. The boys' mock exam results were not as high as the girls' results, suggesting that the boys didn't revise as intensely for their mocks as the girls. The Principal explained that the predicted results are based upon the mock exam results.

The SAB noted the Principal's concerns that the results are vulnerable to be moderated down, as nationally schools have predicted grades to rise this year, whilst the UAE has sought to be as fair and robust as possible in predicting the students' results. This would mean students may see their grades moderated down more than at other schools. The SAB noted that schools cannot appeal against results, but students can choose individually to retake their exams in October if they wish.

The SAB congratulated management and staff for their hard work throughout the year to deliver these results, which it noted still have value and integrity even if they are later moderated down.

The Principal confirmed that the UAE would offer places for its A-level courses to internal applicants based on the pre-moderation grades discussed.

The SAB noted that results day would be held on 20 August 2020. All students would be offered the opportunity to collect their results in person, or receive them via email.

The SAB discussed whether centre assessed grades can be shared with students. The Principal explained that the grades cannot be shared with students until after moderation. The SAB discussed the use of unconditional offers, which the UAE is still debating, and the impact of moderation.

The SAB was concerned about the unfair impact of moderation on the School. The Government's algorithm seeks nationally comparable outcomes to last year. It was noted that the long-term impact of this methodology would be on students, not on schools, as the results would not be published or shown to Ofsted yet would remain on students' academic records. The SAB agreed that this is the unfortunate reality of the situation. The Principal would consider whether to publish its overall results.

Attendance

The SAB noted that Y7-Y11 attendance before lockdown was 94.6%, which is lower than the national average. The SAB noted that management would continue its efforts to increase attendance.

Staffing

The Principal highlighted that the UAE is fully staffed for academic year, 2020/21. The SAB noted that the UAE is in a stronger position than it has been for the last three years, as staff turnover has reduced dramatically. The main reason that staff choose to leave at present is for promotions. The Principal noted that an average of 15% turnover would be an ideal and healthy balance between retention and staff progression to more senior positions.

Black Lives Matter

The SAB noted that the UAE has recently held comprehensive staff and student forums on the *Black Lives Matter* movement. It has also shared content on Youtube to encourage vibrant, inclusive debate on the issues of equality, diversity, and inclusion at UAE. The Principal emphasized that the UAE is committed to anti-racism, noting that diversity is UAE's strength. Previously, the UAE has reviewed the school curriculum to decolonize material and supported a number of student initiatives such as *Young Girls Matter* and the *Smile Project*. The killing of George Floyd has accelerated work in this area. The SAB supported management's response to the issue.

The Principal noted that many staff participated in the *Black Lives Matter* protests. The SAB thanked the Principal for supporting staff affected by the campaign and by the police response to the protests.

Recovery curriculum

The SAB discussed the emotional and physical harm that can come from children being isolated from their friends and community. The Principal noted that all students would be impacted to a degree, with some students would be impacted more acutely. The SAB noted that the UAE is developing plans to welcome students back and to continue supporting them to cope with the impact of lockdown. A framework has been devised and staff would be consulted on the plans. The SAB noted that the UAE hopes to hold three inset days, instead of the usual two, in September to prepare staff for students' return. The SAB thanked the Principal and his colleagues for their work in this critical area.

Live classrooms

The SAB noted that:

- Every student currently has one live lesson per day. Attendance fluctuates at around 40%.
- Y10s are in school. Around 65% of Y10 students attended school last week, which is average for the Southwark borough.
- The school has had zero engagement throughout lockdown with a small and declining number of students. The Principal noted that accurate data on this group would be provided to the SAB shortly.
- Staff delivered food hampers to 150 families in the previous week in partnership with *School Food Matters*.

Year 6 and 10 summer tuition

The SAB noted that:

- An online parents evening was recently held for Y6 parents.
- A transitional summer school would be held, including live teaching and form rooms for the current cohort of Y6. Newly recruited NQT teachers would act as their Y7 form tutors.
- Y10 would be provided online tutoring throughout the summer. A booster school would also run for one week.
- In September 2020, the school houses system would be rearranged to a year group system. With this change, students would no longer be vertically integrated for their school forums, but students from different year groups would still compete as one house. This change was planned before the coronavirus pandemic, but has been accelerated to allow for social distancing and 'bubbling'.

Sixth form induction

The SAB noted that a virtual Y12 induction day was held this week. 61 students attended for part of all of the day, which entailed a lesson in one of their chosen A-level or L3 BTEC subjects with their teacher.

Re-opening plans for the new school year

The Principal summarised the re-opening plans, which were in line with current government guidance. The SAB noted that:

- The school curriculum would not be restricted at all;
- Students would be 'bubbled' by year group and zoned in different parts of the school for face-to-face teaching and form times;
- Teachers would travel around the school to the students zoned classrooms and would remain socially-distanced;
- Outdoor and indoor eating spaces would be split into three zones, so up to three year groups can eat and play at a time;
- Form time and breaktime would be held in one period during the mid-morning, so up to three year groups can have outdoor play at once;
- Year groups would arrive and leave through different school entrances, so arrival times would not need to be staggered;

- These plans would be discussed with staff on Zoom next week, and teachers would be informed of the arrangements via letter following this.

The SAB discussed the challenges presented by these arrangements. It was noted that the key difficulties would be supervising students whilst teachers are moving between rooms, and planning teaching of subjects involving practical elements (like art, music, PE and science) within each zone.

The SAB discussed whether Day 10 trips would still take place. The Principal confirmed Day 10 would still be timetabled, but fewer and more local activities would be planned. Instead of offsite trips, speakers and activities would need to be brought onto campus. However, the price of bus fares for offsite trips is being investigated. A Governor offered the possibility of borrowing LSBU's hydroponics kit, VR equipment, and robotics equipment for future Day 10s, which was welcomed by the Principal.

The SAB discussed the process for revising the UAE's health and safety policies and risk assessments for re-opening. The Chair commented that management should not assume full responsibility for these risks. The SAB noted that the SBA Board would review and approve an updated risk register over the summer.

A Governor asked how safeguarding measures for students would be updated for re-opening. The Principal noted that the logistical details are still in development, but a visible corridor presence by staff should be in operation at all times.

The SAB discussed the use of fines for students who fail to return to school in September 2020. The SAB supported the Principal's approach to work with families in instances of non-attendance and to determine whether fines are necessary on a case-by-case basis.

7. Pupil Premium Statement of Impact

The SAB noted the summary of key pupil premium data for 2019/20.

8. School Evaluation Form (SEF)

The SAB noted the SEF.

9. School Development Plan (SDP)

The Principal explained that, due to the pandemic, the SDP is not as comprehensive as management would like and work is underway to develop it.

The SAB agreed to defer discussion of the SEF and SDP to a future meeting in the Autumn focussed on these topics.

10. **Assessment and reporting**

The Principal delivered a presentation on the updated assessment and reporting timetable for Y7-13. The Principal explained that the changes would improve the accuracy of reports, provide a standardised reporting format, and reduce staff's workload of assessment marking. The SAB noted that reports would now include detailed examples for how students can improve, as well as a 'commitment to learning' grade and 'effort in homework' grade. The purpose of these grades is to demonstrate whether a student would achieve their predicted grades if they continue with their current level of effort. The SAB noted that no negative feedback has been received from parents on the proposed changes.

The SAB discussed the proposed changes to the format, timing and information in reports to parents. It was noted that the current level of reporting is too detailed, the information included in reports is not consistent across different subjects, and the use of technology can often cause reports to be incoherent. The Principal agreed that the use of technology in report writing does make producing coherent reports challenging, but noted that the workload to produce free-hand written reports for every student is too large.

The SAB supported the UAE's commitment to rigorous reporting. It noted that the most important information for a parent to know is that their child is trying. The SAB agreed that the new grades for homework and learning effort would support this.

Jason Philipsz left the meeting.

11. **Charges and Remissions policy review**

The SAB approved the updated Charges and Remissions policy.

12. **Quality Committee update**

The SAB noted that a Quality Committee meeting would be held during the week commencing 13 July 2020.

13. **AOB**

The SAB thanked the Principal, management and staff for their excellent work despite the challenging impact of the coronavirus pandemic. The Chair noted that he would write a thank you letter from the SAB to share with all staff.

**Date of next meeting
4.00 pm, on Thursday, 15 October 2020**

Confirmed as a true record

..... (Chair)

**Minutes of the meeting of the University Academy of Engineering School
Advisory Board
held at 4.00 pm on Thursday, 15 October 2020
MS Teams**

Present

Chris Mallaband (Chair)
Alex Drake (Vice-Chair) (from minute 4)
Philipp Herzberg (from minute 4)
Zakir Matin (from minute 3)
John Taylor

Apologies

Veronica Allen
Safia Barikzai

In attendance

Dan Cundy (from minute 4)
Ciara Carroll
Nick Moore (minutes 1-3)

1. Welcome and apologies

The Chair welcomed governors to the meeting.

Apologies were noted as above.

As the meeting was not quorate when it started, decisions were deferred until the appropriate time.

2. Declarations of interest

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

3. Examination results and analysis

Zakir Matin joined the meeting.

Governors were pleased with the results this year, noting that moderation had improved figures in some areas. Year 13 was commended for a better comparative performance to previous years, following changes made to ensure students were enrolled in appropriate courses.

Governors discussed the variation between mock results awarded in February 2020 and the final grades awarded in the centre-assessed grades process following lockdown in March 2020. The difference in methodology between the two processes was reviewed in detail to ensure that governors understood reasons for it. The Principal and AVP were both clear that mock results are a better guide to differential performance than CAGs and moderated results.

Governors highlighted the gender achievement gap which appeared to increase between the mock results and the centre-assessed grades. This is an issue that has already been identified by the school and interventions will take place during the year, with both students and teachers to ensure that preparation and perception are managed appropriately going forward.

Nick Moore left the meeting.

4. **Principal's report**

Philipp Herzberg joined the meeting.

Covid-19

It was reported that the school is calm and everyone is complying with coronavirus restrictions.

Staff are pleased to be back at school and in front of their classes again. There is concern about possible cases in the school, but this would be managed with appropriate information requested through the staff wellbeing forum.

Dan Cundy joined the meeting.

Governors asked what support the SAB can provide over the next half term on high priority concerns. It is thought that the supply teaching budget will not be sufficient to cover absences due to self-isolation and illness in the next half term. This issue has already been discussed by the CEO and the Executive Principal and a business case will be submitted to the SBA Board for investment in supply cover. The Chair, as the SAB's representative on the SBA Board, will support this request.

Alex Drake joined the meeting.

Quality of teaching

Governors requested that triangulation points be made clear throughout the school's reports, such as between the quality of teaching and results, in order to be reasonably assured on the matter. The school is working on narrative in meeting reports and would include this request. The Executive Principal agreed that a more detailed report on quality of teaching is needed going forward.

Assessment schedule

The internal assessment and reporting schedule for the year was discussed.

Year 11 and Year 13 progress results will be available for the next SAB meeting. Each year has two sets of assessments and a 4 matrix and gap

analysis will be available for each set. It was confirmed that online assessments would not be held if a bubble is sent home due to a positive coronavirus result, as exam conditions cannot be guaranteed. Protocols are in place; but these may change in practice.

Enrichment

Governors discussed the Visionaries presentation and the positive benefits that it has had for the school, including increased student/teacher interaction and greater development of the climate for learning.

The application for the RACE charter mark was discussed; UAE has led on the development and it could be rolled out into a group-wide initiative.

5. School Development Plan and Self Evaluation Form update

School Development Plan (SDP)

Governors discussed the SDP and heard that the key performance indicators will be added to the plan, once the Principal's performance appraisal is complete. This process includes setting targets for the school for the following year and those targets will be added to the plan.

Self-Evaluation Form (SEF)

Governors requested that the document's links to the SDP and other documents be made clearer to allow those from non-educational backgrounds to access the information. It was noted that there is a need to clearly see how the proposed actions will have a positive impact on the performance of the academy.

Governors requested that a meeting date be set aside for the discussion of the SDP and SEF as a single issue meeting, either at the end of the previous academic year or at the start of the following year.

6. Student recruitment update and financial implications

Governors were pleased with the recruitment figures for Year 12; noting that the school will be making a business case to the DfE to secure in-year funding which would allay the impact of lagged funding.

Governors discussed Year 7 recruitment and acknowledged that the school has yet to see an increase in applications due to the non-publication of results from 2019-20. The school's performance could be one of the most improved in London and governors discussed how this could best be promoted.

Budgets are planned with a realistic view on student numbers and so it is realistic for this year; the Trust is reasonably optimistic about student numbers going forward.

Governors considered the plan to change the school's name in order to broaden its market appeal; it was suggested that having 'Engineering' in the name is dissuading girls from applying.

7. **Questions to Principal**

There were no questions to the principal.

8. **SAB membership update**

Governors were informed that the recruitment process for new governors would start shortly. There are three vacancies on the board.

9. **Governors' training and KCSIE 2020**

Governors were requested to email the clerk to confirm that they have read and understood Part 1 of Keeping Children Safe in Education 2020.

10. **Policies**

Governors ratified the Careers Education Information, Advice and Guidance Policy.

11. **UAE Risk register**

This item was deferred to the next meeting.

12. **Link governors**

This item was deferred to the next meeting.

13. **Minutes of previous meeting**

The meeting was not quorate when it started; it was decided to defer the approval of the minutes.

At the end of the meeting, there was not enough time to review the minutes, approval was deferred to the next meeting.

14. **Matters arising**

There were no matters arising or action points from previous meetings to discuss.

Date of next meeting
4.00 pm, on Thursday, 3 December 2020

Confirmed as a true record

..... (Chair)

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**UNIVERSITY ACADEMY OF ENGINEERING SCHOOL ADVISORY BOARD - THURSDAY, 15 OCTOBER
2020
ACTION SHEET**

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
4.	Principal's report	Chair to support application to the Trust for support on supply costs		Chris Mallaband	To do
13.	Minutes of previous meeting	Minutes of 9 July 2020 to be approved at December meeting		Chris Mallaband	On agenda

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Principal's Report to SAB
UAE South Bank

John Taylor

3rd December 2020

Introduction

Staff and student wellbeing

The students are still enjoying being in school and the general atmosphere is one of purposeful learning in class and friendly, safe time in breaks and at lunch.

Staff on the other hand are generally tired and anxious. The workload and effort required day to day has increased significantly due to the ways of working in a Covid safe school. Added to this is the extra workload of having to do so many cover lessons. The current level of cover is not sustainable for the rest of the year as it would increase staff absence. Also there are the general stresses of living in a Covid world and the impact this has had on the opportunities for staff to relax with friends in work and at home. This is particularly significant for the majority of our staff who do not have children and don't live in family units.

We have modelled 4 scenarios based on the numbers of staff that are not in work, due to self-isolation. We will take decisions on what we need to do if and when this number grows. It is likely that this will involve sending large numbers of students home because we cannot staff their lessons properly.

We have also been actively finding ways for staff to play together. There was a staff quiz after school which was very well received. We have also had a bake off event. Fariha and Hannah have now put out a list of options to staff for them to choose how they would like us to support them over the next few months. There will be a cost to this, e.g. hiring gym equipment for them to use after school in the sports hall.

Staff that are, or have been, isolating due to Covid. (at 24th November 2020)

This shows the impact of staff isolating on the amount of cover teachers and support staff need to do in the school.

First Name		Date	Date of Return
Thomas	Soyemi	13/09/20	28/9/20
Oneil	Barnett	21/09/20	28/09/20
Iman	Hussein	23/09/20	5/10/20
Sadiha	Pervez	24/09/20	5/10/20

Akeem	Edwards	29/09/20	5/10/20
Emma	Labadie	29/09/20	5/10/20
Peter	Edwards	3/10/20	due in 07/10/20
Jake	Edwards	3/10/20	6/10/20
Sam	Ramswell	5/10/20	11/10/20
Jason	Badu	7/10/20	11/10/20
Joseph	Jackson	13/10/20	2/11/20
Dragusha	Shuquiri	25/10/20	9/11/20
Andreea	Dumitreauu	3/11/20	5/11/20
Hannah	Nolan	12/11/20	15/11/20
Hannah	Nolan	12/12/20	26/11/20
Marie	Djedje	12/12/20	26/11/20
Tim	Kakouris	17/11/20	
Oneil	Barnett	17/11/20	27/11/20
Kamesha	Barrett	17/11/20	27/11/20
Jamila	Amono	17/11/20	27/11/20
Natasha	Padmore	17/11/20	27/11/20

Budget and the cost of Covid

We have estimated that the cost of Covid-19 to the school this year will be £140,000. This assumes the level of staff absence remains the same as it was up to the 10th November. This is likely to be an under-estimate. I have included a spreadsheet detailing the costs in the papers for

this meeting. This has not been budgeted. I am asking for the SAB's support to ask the SBA board that these extra Covid-19 costs come out of the Trusts reserves.

One to one devices

We are at the point of allocating chromebooks to each student which they will keep in their lockers, which have charging points in them. They will be taking the chromebooks to lessons throughout the school day.

Year Group	Start Date	Chromebooks needed	Notes
Sixth Form	24th November	97	
Year 11	1st December	140	
Year 10	8th December	135	
Year 9	15th December*	136	
Year 8	5th January	129	
Year 7	12th January	107	

Other Relevant Information:

- Students who haven't returned their loaned chromebook from lockdown will not be issued with one.
- Students whose parents haven't signed the contract will not be issued with one.
- Students who believe their locker isn't functioning properly need to inform their HOY who should investigate what the issue is and alert the facilities team of any required maintenance.

- Families who have internet access or device access issues at home should contact nick.moore@uaesouthbank.org.uk to discuss their options and explore whether they're eligible for a bursary.

Year 6 recruitment activity

We were one of the very few schools to offer in-person tours of the school this year so that parents and prospective students could watch lessons as they happened. These were very popular with parents. We also ran an online open evening which was well attended compared to other Southwark schools. I have also done 4 zoom assemblies to primary school year 6 cohorts.

264 students have applied to join UAE as of 24th November. This compares with 297 last year. This is a bit disappointing given the energy and resources we put into our recruitment programme. The lack of a decent set of published examination outcomes will continue to hamper recruitment to the school in year 7. We also believe the name of the school puts parents off. We are looking to change the school's name to 'South Bank Academy Walworth' as soon as we can. The current name is confusing to parents and does not sound like a normal school.

We are continuing to work on developing relationships with primary schools to be able to promote UAE to their students and parents. To support this we have just joined the Southwark Schools Teaching Alliance, which is a network of Southwark Primary Schools. We will be the only secondary school in the network and are using this primarily as a vehicle to make contact with year 6 classes, teachers and parents.

Admissions criteria

Our current admissions policy is rather odd. This would present potential issues for us if we were ever to become oversubscribed in year 7. We have included a new admissions criteria which we would like to go out to consultation with this December in the papers for this meeting.

Associates to the leadership team

We have recognised that there is a need to support teachers in preparing to take the significant step to becoming a member of SLT. To support this we have advertised the positions of 'Associate to the SLT'. These positions are not remunerated. The successful candidates will sit in our two SLT meetings every week. They will be given one hour of coaching a week by a member of the leadership team. They will also have a meeting with me every six weeks to review their progress. They will take responsibility for delivering on an area of whole school development which will form part of the school development plan this year. Candidates will only be successful if I feel they are at the point in their career

where they should be thinking about moving into an SLT position in a secondary school. The successful candidates will be appointed in December. The positions will last for one year up to December 2021.

Quality of teaching

Getting great teaching that is challenging and engaging

Monitoring

Due to Covid we have had to change our practice in monitoring the quality of teaching and feedback to students. For example, teachers can no longer mark their student's books.

We have developed the following processes to monitor the teachers work throughout the year:

- Module assessments and feedback to students through Google classrooms.

As all lessons are now set on Google classrooms students can access the work at any time. Teachers should also be giving individual feedback to students through this platform after every module assessment. As the classrooms are shared through the line management structure we are able to periodically audit the feedback that is given to students after their module assessments. In subjects where the students are regularly expected to produce extended written work the teacher can mark this work after leaving it in a box for 72 hours. The feedback should still be given through Google classrooms.

- Responsive teaching and online markbooks.

We expect teachers to be doing frequent low stake tests and quizzes with their students to assess what they have and have not learnt. Effective teachers will then use this information to inform their planning of future lessons. We have set out an expectation that all teachers keep an online markbook for each of their classes. This can be seen through the line management structure. After the marks for any work are entered into this there is a space to show what the teacher will then be planning to do based on the class outcomes of the assessment. The person monitoring can then cross reference this with the next lessons planned on Google classrooms. We have not fully tested this yet, but will be running a school wide exercise to do this in the Spring term.

- Learning walks, identifying and sharing excellent pedagogical practice.

We have committed to completing 300 lesson visits through learning walks this year. We have adapted the learning walk form so that, as well as looking at behaviour and challenge, we are also noticing which of the 'Principles of Instruction' are observed being used in lessons. The Principles of Instruction and the Getting Great Teaching models form the basis of our teacher improvement strategy this year. At the end of this term Annette will be analysing the feedback data to identify teachers that are particularly strong in the use of the different principles. These staff will then be used to support others to extend the breadth and impact of their pedagogical techniques in the classroom.

- Department SEFs, department reviews and department improvement plans.

We will continue to use the annual improvement cycle to identify and address areas for improvement at an individual teacher and at a department level. The department SEFs have been completed. The department reviews have been postponed until after Christmas. This decision has been taken due to the increased strain of cover and other activity teachers are having to do due to covid. Following the department review the HoDs produce their Department improvement plan. The completion of this forms part of their appraisal for the year.

- Professional development

All teachers have completed a self assessment of their strengths and areas for improvement using the Getting Great Teaching model. They are now working in small groups to research and practice new pedagogical techniques in the classroom. These projects are planned and signed off by Annette as their Professional Learning Community commitment. One of their appraisal targets is to complete their PLC commitment. We have altered our PD schedule this year, removing the weekly one hour PD sessions and replacing them with 6 after school twilight sessions. This follows feedback from staff and middle leaders.

Identifying and utilising teacher expertise

The SAB have been asking for an understanding of where there is great teaching across the school, and how this is used to support other teachers in improving their practice. Now that we have developed our learning walk process to make it more forensic in identifying pedagogical practice that is successful we have the opportunity to do this in a structured way. Annette will be developing this over the course of this year. Teachers that are identified as being successful with certain pedagogical techniques are being identified. They are then being asked to support the teachers that have identified these practices as areas for their development through their PLC study programme. You might want to ask Annette to present on this work at the next SAB meeting.

Attainment

Year 11

See the year 11 assessment data on the 4 Matrix pdf. which is in the papers for this meeting.

These are the results gained by the year 11 students in their mock examination series which they took in October this year. This is the first set of mock examinations this year group has taken for a year. They show that they did not make as much progress as they should have done, due to the school closure. But we do not know how much they have fallen behind when compared to other schools.

The headline figures are a progress 8 score of -0.76 and an attainment 8 score of 38.63.

	Year 11 2018 to 2019			Year 11 2019 to 2020			Year 11 2020 to 2021		
Exam series	Date	Progress 8	Attainment 8	Date	Progress 8	Attainment 8	Date	Progress 8	Attainment 8
Y10 mid-year	Jan 2018	-1.36	31.93	Did not sit			Dec. 2019	-0.97	36.89
Y10 end of year	June 2018	-1.14	34.57	June 2019	-1.02	37.66	Lockdown		
Y11 mid year	Dec. 2018	-1.02	36.24	Jan 2020	-0.67	41.15	Oct. 2020	-0.76	38.63
Y11 spring	April 2019	-0.87	38.01	Lockdown			Feb. 2020		
							April 2020		
Y11 final grades	June 2020	-0.53	42.18	June 2020	0.15	49.39			

To put this in context compare this with the progress 8 and attainment 8 figures gained by previous year 11 students here:

Year 13

Following lockdown, the Year 13 assessment cycle for Module 1 was focussed around a series of formative assessments carried out in class to identify gaps in knowledge and understanding. The module then culminated in a week of summative assessments also carried out during lessons.

Following discussion with the HoD's, it was agreed that whilst the assessments gave a strong picture of which students were on track and which were concerns, the summative assessments were not broad enough in scope to provide an accurate A Level 'working at grade' so these were not requested. The next opportunity to provide a 'working at' grade and predicted grade will be following the mock exam season in January.

A Level

Subject	Numbers of Students	On Target	Below target	Serious Concerns
Biology	5	4	1	1
BS	2	1	1	0
Chemistry	6	4	2	1
Economics	2	2	1	1
English	1	1	0	0
Further Maths	3	2	1	0
History	1	1	0	0
Maths	10	6	4	2
Physics	4	3	1	0
Sociology	1	1	0	0

BTEC

Subject	Number of Students	On Target	Below Target	Serious Concerns
Engineering	20	17	3	2

Attendance

	Attendance Year 7-11 (National average) %	Persistent absence (National average) %	Lateness %	Attendance Year 12 and 13%
Year to date	93.1%	18.2%	3.17%	92.32%

Notes (Including notable differences between groups including year groups, and change over time)

Many illnesses recorded, both COVID and non - COVID related

Overall attendance of SEN students in years 9,10 and 11 are low.

There has been an increase in overall attendance and a decrease in the number of persistent absences recorded since the last SAB.

Behaviour and exclusions

	Fixed term exclusions (number/days/average length)	Permanen t exclusions	Isolation (number/days/average length)	Internal removal from lessons	Positive Behaviour Points
Year to 24/11/2020	40 FT Exclusions, total 89.5 days, average length =2.2 days	0	82/94/1	966	42144

Notes:

Members of staff are continuing to issue a large proportion of students with positive behaviour points. We are currently working on new ways we can reward students for their positive behaviours.

A large proportion of exclusions are from our year 10 cohort (17) 5 of which are from 1 student - AVP still working closely with HOY 10 and has now put mentoring in place for the most at risk students.

According to the data, internal removal from lessons are particularly high in year 8 and 9 and lowest in year 11 and 7.

We have successfully manage moved 4 key students, 1 in year 8, 2 in year 9 and 2 in year 10. This has helped settle the year groups.

Students placed in isolation is highest in years 9 (15) and 10 (17)

Exclusion figures have doubled in comparison to the last academic year. We have now started a return from fixed term exclusion intervention which helps students identify the reasons for their exclusion and how they can avoid future exclusions.

Safeguarding update

The following is the safeguarding update that was given to the SBA board on the 23rd September this year by Jason Badu:

During Lockdown:

- Delivering Assemblies, Challenges Experiments, Notices and Videos on our Youtube channel, to help boost esteem.
- Attended staff trainings & webinars to better equipped ourselves for the return of the new normal eg. bereavement courses, counselling service webinars etc
- Delivering Care packages to our most vulnerable students to also help boost esteem.
- Food deliveries and breakfast parcels to students entitled to FSMs, and our most vulnerable families.
- Home visits
- Telephone counselling service continued with Entrust
- Rewarding Students and praising students for their continuous efforts to keep up with the learning
- HOY check-in calls and logging on a spreadsheet
- Supporting parents with their queries
- Sign posting students to fun activities, online community events/activities etc.

Post Lockdown:

- Face-to-face counselling service, increasing the number of councillors, from 2 to 3 to meet the demand
- Introducing recovery interventions which will be delivered via Day 10
- Delivering target specific intervention programmes for female students who may have been at risk of domestic violence
- Staff are starting the discussion around how we can bring our Visionaries camping experience into UAE and support vulnerable students
- Delivering virtual assemblies to encourage students to sign up to Kooth (online counselling)

Our Recovery Curriculum

Our recovery curriculum has been written as a whole school approach to not just return to the way things were, but to build back better. We have used the Roadmap for Renewal map to not only put in place additional safety measures around the school, but also adapt our teaching to take account of student experience during lockdown. Several departments (including Art and Dance) have implemented a new SOW to better allow students to express themselves about their experiences during lockdown. We've also used form times for the first 3 weeks to explore feelings of anxiety and reiterated where students can go if they are feeling worried. We've introduced worry boxes on every floor which are regularly checked by HoYs so that they can pick up on any issues. Our global citizenship lessons have explored inequalities that surfaced during lockdown and this has spurred on a couple of student lead social action campaigns taking place through Day 10.

Staffing

We currently have a significant problem with Engineering. From January we cannot deliver the KS4 or KS5 courses properly due to two Engineering teachers leaving and us not being able to recruit suitably qualified replacements. The UTC are looking at how they can support us with the course delivery, but it will have a detrimental impact on KS4 and KS5 BTEC Engineering outcomes for our students. We will not be offering BTEC Engineering as a course for year 10 or year 12 students from September 2021.

Active disciplinary issues:

We currently have no active disciplinary issues

Enrichment, culture, values development

Appraisal

We have been working with Salesforce to develop a completely new way of doing appraisal in the school. It is now based on the vision and values of every member of staff in the school. The objectives are formulated in the space where their vision aligns with the schools vision and priorities for the year. This is a very exciting development that we would love to share with you if asked.

Summary	
Materials and asset costs that should be capitalised: (In orange)	£19,817
Cost of feeding FSM families during holidays. Already spent £4215. How much can finance recoup? Assumed we will not pay for this over Christmas and other holidays	£4,215
Extra cleaning costs	£20,000
Extra personel due to more points of entry and exit and year group bubbles	£10,857
Extra cover costs due to staff self isolating. £19,015 spent this term. This assumes the amount of self isolation remains constant over the rest of the year. This is very likely to be an under-estimate	£34,415
Loss of income from lettings	£43,690
Supervision for breakfast provision	£2,400
Miscellaneous	£4,646
Total predicted Covid cost for the year that has not been budgetted for.	£140,040

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Development Plan 2020-21

UAE South Bank

Composed:

Ratified:

First Review: January 2021

Second Review: April 2021

Final Review: July 2021

TEXT - Ofsted priority

TEXT - SIA school improvement priority

TEXT - Identified priority

OUR Curriculum: A strong curriculum, with clear intent, implementation and impact

We will develop a curriculum that focuses on powerful knowledge which ensures students achieve high academic standards and gives them the ability to live a good life. It will pertain to the contexts of our students. All our teachers must understand and own the choices of curriculum content, why we teach the specific knowledge, how it should best be sequenced and taught and how it links to the knowledge in the rest of the schools curriculum.

Great teaching that is challenging and engaging

We will improve the pedagogical skills of our teachers. This year we will build on previous work through the adoption of the early career teachers framework and our engagement with the 'Getting Great Teaching' programme and the 'Principles of Instruction'. We will take advantage of our experience of the 'online school' to improve the use of cloud based teaching and learning, blended learning and the use of technology and software to support learning.

Improved outcomes for our students

Achieving higher academic standards will be measured through the examination results our students achieve. We will be ensuring our module assessments increase progress for students and inform lesson planning for teachers. We will develop the use of online markbooks so that assessments inform teaching and to support the assigning of Commitment to Learning grades and Effort with Homework grades to students. We will improve our provision for students with EAL. We will be more forensic in our application of pupil premium funding and have an increased focus on ensuring our boys make better progress. We will teach meta-cognition and self management of learning through the year.

An established shared culture encompassing confidence, ambition and social responsibility

We will be explicit about which behaviours exemplify and support our values of confidence, ambition and social responsibility. These behaviours include student agency and kindness. We will communicate this clearly to students and staff. We will improve the impact of our Day 10 and Enrichment programmes in developing the confidence, ambition and social responsibility of our students.

QUALITY OF EDUCATION.

Priority	Actions (lead SLT member)	Resources	Source of Evidence	January Milestone	April Milestone	End of Year Target (KPI)
OUR Curriculum: A strong curriculum, with clear intent, implementation and impact	All teachers can articulate the rationale for their curriculum clearly. (Hannah Dalton) https://docs.google.com/document/d/1cfrXJ5B6H1XjT7bbImhYl9KThgWG3YOQfFO1VWeBc/edit#	Questions for middle leaders created to facilitate LM meetings	LM Meetings Department Review Discussions	KS3 SOW and Overviews are complete, up to date and on the website Department Reviews reveal that Teachers can articulate why their curriculum has been designed in a particular way	KS4 Overviews complete and on website. Teachers are clear and can articulate the link between their assessments and intent of curriculum	All curriculum documents up to date and visible on Drive Department SEFs show that all departments have a clear understanding of where they and their teachers are in relation to the schools expectations with regard to their curriculum and what they need to do to meet them.
	New subjects at GCSE and A level (Hannah Dalton): Introduce New A levels of Psychology, Geography and Computer Science Introduce New GCSE's of Statistics and Sociology	Exam board CPD for those teachers taking on new teaching	CPD profiles LM Meetings reviewing progress being made	SOW in place for Year 10 and 12	Expressions of interest for Year 11 to study these subjects reaches +10 per subject	Retention of students in these subjects into Year 13

	Introduce BTEC specifications alongside GCSE courses for PE and Business to better cater for students learning styles		in these subjects Ensure that Head of PE and Business attend exam board training for these quals	HDN / NME to gauge interest for BTEc Quals from Year 11 students		
	Curriculum will be pertinent to context of student body	Reading and training on unconscious bias and curriculum	Curriculum conversations in LM meetings CPD twilight on becoming anti- racist school	The Black Curriculum have worked with Art, Music, History, Geography departments	All KS3 curricula now 'decolonised' so that topics are seen through different lenses	Achieved the RACE Charter for equality
Great teaching that is challenging and engaging	Early career teachers framework (<i>Annette Moses</i>): The 8 NQTs complete the Induction programme led by Giles Smith which follows the Chartered College of teaching Early Career framework.	Early Career Framework book for NQTs Iris for self observation	NQT meetings and individual logs	all NQTs successfully completed Autumn term assessment	Spring term assessment completed and successful induction completed for the NQT who began induction	All NQTs successfully completed induction year

					year last summer	
	<p>Professional learning community and the Great Teaching toolkit (<i>Annette Moses</i>): All teachers directed to the great teaching toolkit as preparation for CPD this year. This will form the basis for all CPD moving forward.</p>	Great teaching toolkit	All teachers have read the toolkit	Staff have assess their needs in term of the toolkit and decided on an area for CPD for the year		<p>300 learning walk observations completed by the end of the summer term.</p> <p>'Principles of Instruction' that are least evident in lessons gleaned from Autumn term learning walks. 50% increase in observed use of these Principles per lesson from Summer term learning walk data.</p>
	INSET programme (<i>Annette Moses</i>): following on from the TDT audit of CPD. CPD will be based on a needs analysis. Staff will work on projects in groups on similar areas supporting each other.	<p>Twilight sessions each module</p> <p>CPD books and articles</p> <p>membership to the chartered</p>	needs analysis forms and evaluation of the twilight sessions	Two completed twilight sessions, established working groups with projects identified and started.		75% of staff complete their PLC project by the end of the school year.

		College of Teaching				
	Identification and utilisation of teachers expertise in different principles of instruction	membership to the Teacher development Trust				
		https://drive.google.com/drive/folders/1yzCS-9zT7z25fLo99nPC2iU7xUti7dk4?usp=sharing	Learning walk data used in identifying strengths			
Improved outcomes for our students	Summative assessment and use of resulting data (<i>Jason Philipsz</i>): Introduce baseline tests for KS4 groups to measure impact of Covid Absence	Baseline test	4Matrix data	Year 11 take diagnostic test in Oct before half term Year 7 CAT tested and set FFT 20 targets Year 10 summative assessments from 30/11/20		Starting point for new content established
	Refine end of year Testing to incorporate standardised testing Reschedule Mock Exam/assessment points to allow time for student improvement in KS4	External Standardised testing	<u>here</u>	Testing regime agreed with HoDs	End of year testing for all years	Teachers know rate of progression

	<p>KS5 Review the Assessment model and number of data drops</p> <p>Review tracking system and tie it into ALPS connect</p> <p>Ensure departments have developed robust interventions for students who are below their ALPs target grades</p> <p>Head of Sixth form and other key staff to train as ALPS Champions</p>	<p>Time with Data Manager</p> <p>ALPs training for Head of 6th Form and Data Manager</p> <p>Regular HoD's feedback/intervention meetings with Head of 6th Form</p> <p>Training</p>	<p>SIMS marksheets</p> <p>Training completed</p> <p>Minutes from meetings</p> <p>Training Completed</p>	<p>All data drops to date completed and moderated</p> <p>Updates to tracking system in place and reviewed. ALPS training completed</p> <p>Students identified, Interventions in place and at least 60% of students on track</p> <p>ALPS systems clearly embedded into the 6th Form</p>	<p>As January Milestone but at least 75% of students on track to meet ALPS targets</p>	<p>towards final target</p> <p>As April but on Track to achieve a minimum of an ALPS 4</p>
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	<p>Module assessment and commitment to learning (<i>Jason Philipsz</i>): Whole staff CPD on embedding module assessment techniques</p> <p>Whole school push on using diagnostic questions for feedback and improvement Implement deep dive (including classroom observation programme) to evidence assessment against the assessment map in Autumn term that was planned for Spring and Summer 2020. Use online markbooks to identify evidence of good formative assessment practice.</p>	<p>Whole school sign up to EEDi or Diagnostic questions</p> <p>Formative assessment map</p>	<p>Daisy Christodoulou - Making good progress?</p> <p>EEF Embedding Formative Assessment EEF Assessing and Monitoring pupil progress Online markbooks</p>	<p>Twilight and Department INSET</p> <p>Module assessments audited against the module assessment map through the Autumn formative assessment deep dive.</p>	<p>Department Review follow up</p> <p>Spring Module assessment audit</p>	<p>Departments using online diagnostic testing to assess knowledge and gaps</p> <p>All teachers are able to evidence improvements to the impact of their module assessments.</p>
	<p>Marking and feedback to students that supports a powerful assessment model (ML):</p> <p>Development of online markbooks which include identification of actions for future teaching with each activity.</p> <p>Use of online markbooks, target grades and behaviour records to assign commitment to learning and effort with homework grades.</p>	<p>HoDs training and twilight training given to use of online markbooks.</p>		<p>Online markbooks set up for every class, visible to line management structure, used to identify CTL and EWH grades before Jan 2021.</p>	<p>HoYs and SLT links using CTL grades to plan and implement interventions with students.</p>	<p>CTL grades show good correlation with end of year exam grades and their relationship to moderated FFT targets in each year group.</p>

				Formative assessment evident through online markbooks in Autumn term department review.		
	<p>Marking and feedback to students that supports a powerful assessment model at KS5: Regular High Quality feedback based on exam packs, modelling, PLCs for subject areas (PY)</p> <p>Moderation and standardisation in departments to reduce in-school variation (PY)</p>		<u>In-school variation</u>			
	<p>Metacognition and self management of learning (<i>Meirion Lewis</i>): Metacognition Strategy</p> <p>All staff to have an understanding of key Metacognitive strategies they can use in the classroom</p> <p>Formation of a focus group to trial and develop the strategies for our school. The group will then lead a whole school roll out of the Metacog strategies next academic year.</p>	<p>1 sided summaries of the key strategies for all staff</p> <p>Regular time slot for the</p>	<p>Google forms analysis</p> <p>Learning walk/observations</p> <p>Minutes from the Metacog</p>	<p>Trial group have decided on their Research question, put together a method for their research and the first</p>	<p>Feedback and other data being analyzed for evidence of impact. i.e. Lesson feedback, student surveys, formative</p>	<p>Trial complete and results presented to whole staff body</p> <p>Strategy developed for whole school roll out of Metacognition in</p>

	<p>Students have an understanding of key metacognitive strategies that will help them to become more self regulated learners. A bank of resources to help them with their revision</p>	<p>group to meet. Metacog training for members of the group - possible via EEF</p> <p>Summaries of key strategies for each student</p> <p>Block of time during form time to explain and model the strategies</p> <p>Workshops for KS4 parents to explain the strategies to them</p>	<p>group meetings</p> <p>Resources developed by the group</p> <p>Google form analysis of feedback from students</p> <p>Presentations to students</p> <p>Google form feedback</p>	<p>lesson observations to have taken place</p>	<p>and summative data</p> <p>Materials for staff being developed</p>	
	<p>Intervention at key stage 4 (<i>Nick Moore</i>):</p> <p>Launch FT & P7 intervention timetables in consultation with HODs and students.</p>	<p>INT budget to pay for schemes</p> <p>Appoint graduates from agency</p>		<p>Timetables to change based on data from Feb mocks.</p>	<p>Core whole-school P7 to start in Feb/March.</p>	<p>Average grade progress across three yr11 exams series compared between cohorts on different schemes.</p>

	<p>Early diagnostic tests to identify gaps (for students, teacher and leadership) and establish cohorts.</p> <p>Revision workshops to cover study skills, nascent issues, raise the profile of revision etc.</p> <p>Assign students to Coachbright (I and II), TalentED & MyTutor schemes.</p> <p>Plan and launch 1:1 tuition (taking account of NTP ramifications).</p> <p>Intervention at key stage 5 (<i>Peter Young</i>)</p> <p>Review tracking system with HoD's</p> <p>Identify students who are not on track to meet their ALPS targets</p> <p>Development and implementation of intervention strategies by teachers and external tutoring agencies</p> <p>Narrow gaps in students by using Horsforth Quadrant to categorise A-level students classes, focus on intervention strategies that can help to support learners.</p>	<p>using INT budget</p>		<p>3 revision workshops delivered, feedback taken from students.</p> <p>Coachbright I cohort finished.</p> <p>1:1 tuition due to start following mocks (or earlier depending on NTP).</p>	<p>Coachbright II cohort finished, talentED programme finished.</p>	
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	<p>EAL provision (<i>Meirion Lewis</i>): Development of EAL department</p>	<p>Ongoing CPD for EAL coordinator and ESL LSA</p> <p>Development of tracking system</p> <p>Resources to turn EAL room into one that is fit for teaching i.e. projector, computer, teaching resources etc</p>	<p>Comprehensive EAL register for all Year groups in place</p> <p>Regular intervention sessions in place for EAL students (especially those who are Levels A, B and C - New to English, Early acquisition and Developing)</p> <p>Tracking system for the intervention sessions with evidence of impact</p>			<p>All students have been assessed for EAL and regular, effective intervention is in place for all those students who require it (whether in class or 1-1/small group sessions)</p> <p>EAL students are making the expected progress across the year and feel more confident in their ability to communicate in English</p>
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	<p>Pupil premium strategy (<i>Merion Lewis</i>):</p> <p>3 Year Strategy Document</p> <p>2019/20 PP review</p>					<p>The PP gap has been reduced from -0.6 to a minimum of -0.3 (with the aim of eradicating it over 3 years)</p>
	<p>Tackling the underachievement of some boys: (<i>Nick Moore</i>):</p> <p>Revision workshops aimed at causes of boys underachievement (organisation, motivation, procrastination)</p> <p>Specific assemblies to raise awareness/provide support and</p> <p>Pastoral interventions (behaviour in lessons, class setting).</p> <p>All boys tuition programme/priority access to intervention programmes.</p>	<p>Proportion of relevant tuition scheme (e.g. TalentED)</p>	<p>Data (grades in mocks vs previous and target)</p>	<p>Underachieving boys cohort identified for tuition schemes, assemblies etc</p>	<p>Reduction in boys/girls progress 8 gap in mock exams, compared to 2019 mock.</p>	<p>Reduction in boys/girls progress 8 gap in final GCSE result.</p>
	<p>Increase and quality assure the effectiveness of classroom support from teaching assistants: (<i>Meirion Lewis</i>)</p> <p>Increase and quality assure the effectiveness of extracted intervention sessions for SEND students needs to be assured: (<i>Meirion Lewis</i>)</p>	<p>Ongoing CPD for all LSA's</p> <p>HLTA's in SEMH, C&L and S&L to have the relevant qualifications (or be working</p>		<p>Learning walk feedback on effectiveness of teaching assistants.</p>		<p>Improvement in effectiveness of classroom support from TA's shown in learning walk feedback.</p>

		towards them) Training for teachers to ensure they are aware of how to work effectively with LSA's				
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BEHAVIOUR AND ATTITUDES.

Priority	Actions	Resources	Source of Evidence	January Milestone	April Milestone	End of Year Target (KPI)
An established shared culture encompassing confidence, ambition and social responsibility	Structural change to the pastoral system - Houses to Years (<i>Jason Badu</i>): <ul style="list-style-type: none"> - Heads of year appointed and trained - Developing common expectations of effective interactions between student services team and students 					
	Culture of behaviour outside the classroom (<i>Jason Badu</i>): <ul style="list-style-type: none"> - Communication and visibility of expectations - Rewards and celebration of success 	Posters in classrooms and corridors highlighting all expectations	Expectations presented to all students during assemblies. Trackit Lights data	Expectations communicated to all students via form time slides and during assemblies. 2 Assemblies, 1 at the end of module 1 and the other at the end of module 2 to publicly celebrate students' achievements. Rewards week to celebrate	Expectations communicated to all students via form time slides and during assemblies. Ensure all signage is up to date and on show. 4 Assemblies, 1 at the end of module 3 and the other at the end of module 4 to publicly celebrate students' achievements.	Fewer out of classroom sanctions. Rewards to Behaviour ration is equal or greater than 4:1

				students who gain the most positive points in their House/Year	Rewards week to celebrate students who gain the most positive points in their House/Year	
<p>Culture of learning in the classroom (<i>Annette Moses</i>):</p> <p>Learning walks continue to assess challenge and engagement expectations. In addition observers indicate if they have seen Rosehshine's principles in action. Teachers receive instant feedback from the learning walks and with any follow up required completed by the Development team or HOD.</p> <p>HOYs and SLT year leads monitor the new Track it Light system identifying students with poor CTL requiring intervention.</p> <p>Students are rewarded for good CTL in lessons via the traffic light system and celebration of success takes place in assemblies and form time with students receiving certificates and a termly experience or visit.</p>	Track it light system	<p>Learning walk feedback</p> <p>60 learning walks completed</p> <p>Weekly reports generated</p>	<p>150 learning walks completed. All teachers visited at least twice in the first term</p> <p>Students requiring intervention identified and intervention begun</p> <p>Students receive certificates in assembly and successful end of term trip or</p>	<p>Fewer follow ups required from learning walks in the spring term. Evidence that HODs have intervened to support teachers where engagement in lessons is a concern and</p> <p>HOYs have intervened to support students with poor CTL</p> <p>Increase in students receiving certificates</p>	<p>Principles of Instruction that are least evident in lessons gleaned from Autumn term learning walks. 50% increase in observed use of these Principles per lesson from Summer term learning walk data.</p> <p>Proportion of students gaining A and B CTL grades increases from mid to end of year reports in</p>	

				experience organised	Spring term experience or visit organised	each year group
		SIMS Data and TrackIt Lights Data	Weekly reports generated and reviewed by HOYs.	Using our intervention ladder HOY will identify which students require particular interventions and use the ladder to place students on the correct intervention according to the number of LOEs received.	HOY have identified students according to their need, placing them on the correct intervention and providing students with the necessary support. HOY track students behaviour effectively, recording all interventions in students independent online file.	Marked reduction in the number of students getting over 20 S3's in a term from Autumn, to Spring to Summer.
		SIMS Data	Exclusion Spreadsheet. Exclusion intervention spreadsheets .	All students who have been fixed term excluded will complete an intervention with our isolation manager with	Clear records of students re integration meeting notes kept on their individual virtual file. HOY monitors the targets set	Marked reduction in the number of students reoffending.

				targets which will be reviewed with the student and HOY.	and ensures students understand them in order for the students to meet them.	

PERSONAL DEVELOPMENT

Priority	Actions	Resources	Source of Evidence	January Milestone	April Milestone	End of Year Target (KPI)
An established shared culture encompassing confidence, ambition and social responsibility	Developing the work related learning curriculum (<i>Hannah Dalton</i>):	Careers Enterprise Network Adviser	SOW for Form Time Overview spreadsheet for whole school Policy up on website.	Programme will be planned for Ks3/4 so that at key transition points students receive IAG	All Year 11s will have received one to one IAG meeting and Year 9s will also have support with their options choices	Audit shows every Gatsby benchmark is met.
	Developing Day 10 and enrichment programme (<i>Hannah Dalton</i>) There will be a range of clubs running after school Mon-Thurs Day 10 will be strategically planned to incorporate projects which enhance all of our values as well as careers education.	UpSkillMe logins	Enrichment programme up on website for parents to access. Project Proposal proforma asks staff to indicate which value their project enhances	All staff engaged in at least one after school enrichment activity or duty every week. Tracker available to show what students have taken part in this year. Three personalised learning pathways available for Year 10 - Architecture, Law, Finance, Engineering?	Students evaluate their own strengths on UpSkillMe skills builder website	All students in Ks3 have shown an increase in confidence and ambition as suggested by student surveys 80% of students in years 7 to 10 complete their Upskill Me logs Review of a sample of logs in summer term shows clear development of social and cultural

						capital in each year group.
	PSHE and sex and relationship education (<i>Hannah Dalton</i>): RSE Programme will be embedded into Day 10 with a specialist team who are trained in delivering RSE.	CPD for RSE for certain staff Employ PSHE coordinator	SOW for PSHE highlights SRE components. Experts deployed throughout Day 10 to deliver workshops	All year groups have experienced at least one SRE workshop - PSHE resources developed for particular year groups	SRE provision developed according to need. Student surveys developed so that we can be responsive.	Core SRE programme written and delivered
	Sixth form: Develop PSHE programme - make students aware of career opportunities and has statutory SRE, financial planning, health and wellbeing (PY) Sixth form: Develop an enrichment programme that supports students to gain cultural capital and become future leaders: Rugby Centurion, Visionaries, EMT, Circl, Change 2020, Salesforce and Ofcom (PY)	<u>Here</u>				

Priority	Actions	Resources	Source of Evidence	January Milestone	April Milestone	End of Year Target (KPI)
An established shared culture encompassing confidence, ambition and social responsibility	Improve the reliability and rigour of record keeping relating to behaviour and exclusions such that it supports the Principal, Head of Year and Governors in making decisions. (<i>Jason Badu</i>):	SIMS and TrackIt Lights	Reports produced by JAB and shared with stakeholders. HOYs to use behaviour statistics to produce their own individual SEF for their year group to analyse and discuss in SEF meetings.			
	Increase the systematic quality assurance of off site provision brokered for some students by the school. (<i>Jason Badu</i>):	Guidance from DFE and examples from Solgrid education.	Produce alternative provision monitoring sheets and record on SIMS			
	Communicating our achievements, ethos and culture (<i>Hannah Dalton</i>): <ul style="list-style-type: none"> - South Bank Express - Marketing, website and social media (???) - Use of wall space - Communication with Primaries 					

Great teaching that is engaging and challenging	Prepare the infrastructure, policies and systems and acquire the devices to allow the delivery of high quality blended learning to all students (<i>Nick Moore</i>):	Purchase remaining chromebooks (320). Insurance for all devices. Provision management system (manage engine). Facilities work to upgrade lockers to include chargers.	Observations of remote teaching. 1:1 devices rolled out to all students before the end of Autumn term Parents sign agreement	At least one twilight session on live teaching methodology & philosophy.		All students take ownership of their chromebooks and use them regularly throughout the day. Recorded increase in blended learning in lessons and measured increase in independent working from students before and after school through app usage stats.
Leadership team development	Three staff appointed as associates to the leadership team (<i>John Taylor</i>):	JD's written Applications received, staff appointed Coaching programme planned and delivered	Staff appointed to the role Coaching programme planned	Coaching being delivered SDP responsibilities defined	Progress with SDP responsibilities reviewed	Exit interview show high regard for programme in supporting progress to SLT SDP targets met
	Developing the ethos and working practice of the leadership team through ' radical candor '	Big Education consultancy to support the programme	Staff INSET programme for SLT	Programme planning meeting with	INSET programme well underway	SLT collegiate behaviours lead to higher performance

		through Liz Robinson		Liz - 23/11/2020 SLT planning of INSET programme First twilight INSET delivered		and challenge between members
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Year 11 (2020/2021) Diagnostic

Whole Cohort

Pupils

140 Pupils 108 Boys 32 Girls

Baccalaureate

29

29 Pupils Entered - 20.71%

8.57%
Standard Pass
12/140

6.43%
Strong Pass
9/140

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Baccalaureate Subjects

	Eng	Ma	Sci	Hums	Lang
Entries	134	135	135	116	42
	96%	96%	96%	83%	30%
Standard	78	60	63	48	34
	56%	43%	45%	34%	24%
Strong	52	26	35	30	30
	37%	19%	25%	21%	21%

Summary

3.35 -0.38 -1.07 1.52
APS Sci VA Hums VA Lang VA

English

	Entries	9 to 7	9 to 5	9 to 4
	134	25	52	78
Pupils	95.71%	17.86%	37.14%	55.71%
Entries	-	18.66%	38.81%	58.21%

Maths

	Entries	9 to 7	9 to 5	9 to 4
	135	11	26	60
Pupils	96.43%	7.86%	18.57%	42.86%
Entries	-	8.15%	19.26%	44.44%

Science

	Entries	Pupils	Entries
1 Science	136	97.14%	-
Grade 4+	92	65.71%	67.65%
2 Sciences	136	97.14%	-
Grade 4+	63	45.00%	46.32%
3 Sciences	135	96.43%	-
Grade 4+	34	24.29%	25.19%
Bio/Chem/Phys	135	96.43%	-
Grade 4+	31	22.14%	22.96%

MFL

	Entries	Pupils	Entries
1 MFL Entry	42	30.00%	-
Grade 4+	34	24.29%	80.95%
2 MFL Entries	0	0.00%	-
Grade 4+	0	0.00%	0.00%

English & Maths Threshold

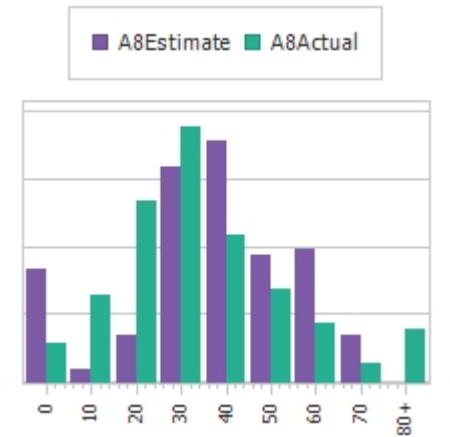
Both Subjects	57%	23%	English Only
	<5 80	32 5+	
	<4 48	30 4+	
	34%	21%	
Maths Only	9%	34%	Both Subjects
	4+ 12	48 4+	
	5+ 6	20 5+	
	4%	14%	

132 Pupils Entered - 94.29%

Entries

9 to 8 - inc A*'s	(8.28%)
	112
9 to 7 - inc A*-A	(13.24%)
	179
9 to 5 - inc A*-B	(29.44%)
	398
9 to 5 - inc A*-C	(30.03%)
	406
9 to 4 - inc A*-C	(47.56%)
	643
Total	1352.00
Average	9.66

Progress 8



	A8	P8
English	8.21	-0.75
Maths	6.31	-1.32
EBacc	12.4	-0.38
Other	11.71	-0.78

Overall	38.63	-0.76
Filled Slots	132	94.29%

Performance

	Pupils	Percent
5 A* to C	64	45.71%
Inc EnMa (4+):	44	31.43%
Inc EnMa (5+):	20	14.29%
5 Grade 5+	32	22.86%
Inc EnMa:	18	12.86%

Agenda Item 7

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3 Year Pupil Premium strategy plan 2020 - 2023

SUMMARY INFORMATION

Pupil Premium Strategy Plan

University Academy of Engineering South Bank

CURRENT PUPIL INFORMATION [2019 - 2020]

Total number of pupils:	652 (Excluding 6th Form)	Total pupil premium budget:	£356,235
Number of pupils eligible for pupil premium:	379 (Year 7 needs to be updated)	Amount of pupil premium received per child:	£935

COHORT INFORMATION FOR PP 2019 - 2020

CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	260	67
Girls	119	33
SEN support	35	9
EHC plan	5	1.5
EAL	68	18

Assessment data

CURRENT ATTAINMENT						
	Pupils eligible for PP	Pupils not eligible for PP		Data from previous year		
		School average	National average	PP	Non PP	National Non PP
Progress 8 score average	-0.12	0.54		-0.87	-0.37	0.13
Attainment 8 score average	48.21	50.72		38.07	42.74	50.3

Attendance (2019/20)						
	7	8	9	10	11	Average
all	94.99	93.82	93.4	94.66	92.41	93.86
pp	94.39	92.91	92.78	93.64	91.02	92.95
non pp	95.69	94.8	94.31	96.22	94.37	95.08

Barriers	
A	Attendance and Punctuality of disadvantaged students
B	Low levels of literacy and Numeracy on entry to the school
C	Development of self regulation and strong work habits
D	Building strong, meaningful relationships with hard to reach families and the impact this has on our ability to support the social issues and barriers that can affect them
E	Disadvantaged students often start with a lower understanding of their personal aspirations and how to achieve them/what pathways are available to them
F	Lack of funds to enable them to access extra curricular activities

LONG-TERM PLAN (3 YEAR TIMESCALE):

We have made the decision to align our 3 Year Disadvantaged student strategy around the Educational Endowment Foundation's Pupil Premium guide. https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf

The guide suggests best practice with regards Pupil Premium should be focused around 3 tiers which will be reflected in our ongoing priorities:

1) TEACHING AND LEARNING:

Effective teaching is the most important lever a school has to improve outcomes of disadvantaged students. This will involve CPD, recruitment and retention and Early career support. The aim over the next three years is to ensure that every class has an effective teacher in front of them and that CPD is focused on improving the pedagogical knowledge of our teachers.

The T and L strategy will be based around 2 strategy documents:

1. The EEF guide to 'Metacognition and Self Regulation' <https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning/>
2. Evidence Based Education 'Great Teaching Toolkit' <https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning>

2) TARGETED ACADEMIC SUPPORT

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, will be a key component of our Pupil Premium strategy.

3) WIDER STRATEGIES

Wider strategies relate to the most significant non-academic barriers to success in our school, including attendance, behaviour and social and emotional support. It will also include our Day 10 programme, CEIAG and EAL programme along with improving our engagement with, and support for, hard to reach families across the school

Priorities

- 1. Eliminate the P8 gap between PP and Non PP (currently at -0.65)**
- 2. PP P8 to be equivalent to National average for Non PP (currently +0.13)**
- 3. Improve Reading ages of Year 7 students**
- 4. Improve attendance of PP students to 97% (currently 93%)**
- 5. Keep the needs of PP students at the forefront of the school**

STRATEGIES/SPEND

Actions	Priority	EEF Tier	Barrier	Lead	Implementation Timeline (RAG)										Cost
					Se p 20	Jan 21	Jul 21	Sep 21	Jan 22	Jul 22	Sep 22	Jan 23	Jul 23		
Design and implement a bespoke CPD structure for all staff underpinned by the 'Great Teaching Toolkit'	1,2	1	C	AMS	Pl/c o	Im	Rv	Im		Rv	Im		Rv		
Train staff on Metacognitive strategies and embed into practice across the school	1,2	1	C	MLS	PI	Co Pt	Rv	Im	→	Rv	Im	→	Rv		
Develop and embed effective feedback opportunities in SoL across all departments	1,2	1	C												
Use NGRT and Lucid programmes to identify students with low literacy levels	3	2	B												
Employ Phonics teacher for students with low levels of literacy in KS3	3	2	B												
Further develop and embed a targeted intervention programme for disadvantaged KS4 students during Form time and after school	1,2	2	C												
Provide a homework club for disadvantaged students to support learning outside the classroom	1,2	2	C												

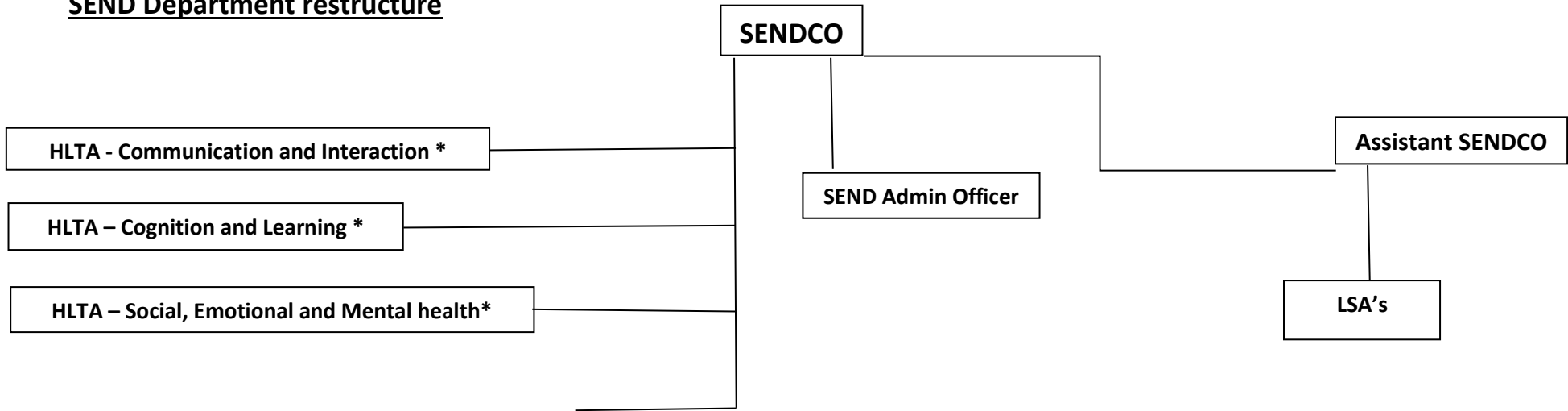
Further develop and embed a performing arts programme that targets and supports disadvantaged students e.g. free music tuition/disadvantaged students taking part in performances	5,1,2	3	F/E											
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Key

- Pl - Plan
- Co - Communicate
- Pt - Pilot
- Im - Implement
- Rv - Review

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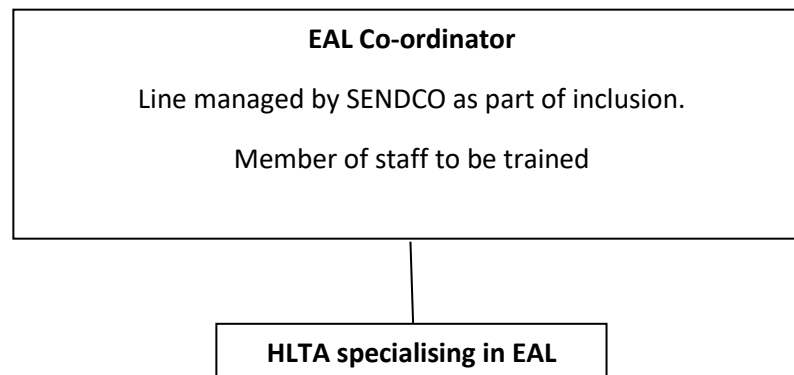
SEND Department restructure



*Each HTLA responsible for a strand of the SEND provision will also line manage an LSA

EAL would be retained as part of Inclusion and the EAL coordinator would be line managed by the SENDCO

EAL Restructure (as part of SEND Restructure)



EAL Co-ordinator

- data collection, analysis and interpretation
- advising on specific provision for underachieving children learning EAL
- Targeting resources including the deployment of bilingual and EAL support staff, the organisation and design of interventions, etc.
- advising on CPD for all staff
- completion of action plans and targets linked to school improvement
- planning and teaching with colleagues in order to develop expertise in meeting the language and learning needs of bilingual children
- supporting the adaptation of intervention programmes
- working with colleagues to develop appropriate resources
- supporting colleagues to develop their knowledge of the linguistic, cultural and religious backgrounds of children and their families and the social and political factors which affect their lives
- devising and enacting strategies to ensure that parents and carers understand the school's approach to learning and teaching and can participate as key partners

LSA linked to EAL

Identify and assess students who need specialist in class support

- Plan, track, monitor and have oversight of intervention programmes to individuals and small groups of students.
- Secure handling of confidential information (SIMS data, reports data)
- Responsible for keeping to all deadlines issued by the EAL coordinator

Potential structure of SEND

HLTA Roles

SEND Strand	HLTA
Communication and Interaction	Tosin (Part Time)
Cognition and Learning	Vacant
SEMH	Vacant although Adnan is currently helping out

Department Links

Department	SEND LSA Link
Maths	Rhianne
English	Fadhel
Science	No Current Link

Other LSA's

Suhana

Barry

Ebun

Kenny

Junior (Agency)

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Governance Review – UAE SAB meeting 3 December 2020

Skills audit analysis

Two forms are yet to be received.

Several areas are highlighted as having potential for improvement across the entire School Advisory Board:

- Experience as a governor elsewhere/chairing experience – this item is one that is probably best improved by recruiting governors with previous governing experience, rather than asking existing governors to take on more responsibilities
- Working with leaders to establish expectations for improvement – this item will be improved through on-going engagement with the School Development Plan and Self Evaluation Form
- Building strong collaborative relationships with members of the board – this is a relatively new governing board and it will take time to build collaborative relationships – Covid has not helped this situation but training can be sourced to identify the best way to build collaboration virtually

Training needs

The skills audits also help individual governors to identify their own training needs and request support in addressing those needs. There are many creative ways that training can be provided, using the Trust's own resources and free training provided by governance groups online.

A larger piece of work is planned for January 2021 around training provision for governors and trustees within the Trust.

Board membership

There are currently three vacancies for co-opted governors on the board. The Chair and the clerk interviewed two candidates on 23 November 2020; a meeting with both is being arranged with the Principal. One candidate has an extensive background in governance and is a current governor at another school, and the other candidate has significant and interesting technical experience, with an interest in the impact of technology on learning.

Note: Zakir Matin and Veronica Allen's terms both end on 15 April 2021.

Link governors

It is important that the vacant link roles are filled, particularly that of Pupil Premium Grant link governor as this is a statutory requirement.

- Pupil Premium Grant - **Vacant**
- Special Education Needs – Veronica Allen
- Curriculum – Zakir Matin
- Employment Engagement – Safia Barikzai
- Safeguarding – Chris Mallaband
- Health and Safety - **Vacant**
- Parental Engagement - **Vacant**

Annual pecuniary interests

This is a summary of the information that is published on the school website, in accordance with statutory regulations.

Governor	Organisation	Sector	Relationship	As of date
Chris Mallaband	None			
Veronica Allen	None			
Safia Barikzai	LSBU	Education	Associate Professor School of Engineering	2019
Alex Drake	Lewisham and Greenwich NHS Trust	Health		2016
Philipp Herzberg	ZenTeach	Education technology	Founder	2019
Zakir Matin	St Mary Magdalene Academy	Education	Teacher	2013
John Taylor	None			

Confirmation of governance information on school website

The school website has been updated with the information necessary to meet the statutory requirements around governance.

Ciara Carroll

Clerk to the Trust

South Bank Academies

24 November 2020

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GOVERNORS' VISIT FORM

This form is to be completed after a governor has made an official visit to the school.

Name of Governor: Chris Mallaband

Date of Visit: 6/11/20

Focus of Visit, with link to strategy and school development plan (agreed in advance with Principal):

Examination of SCR and associated processes – first visit of new academic year (delayed by covid).

Summary of activities e.g. talking to staff and pupils, looking at specific resources, having lunch etc.:

Meeting with Jacqui Collins, Trust HR, Anette Moses (VP and outgoing DSL), Jason Badu (AVP and new DSL)

What have I learned as a result of my visit? (relate this back to focus of visit)

The SCR is a good document and fit for purpose. It meets and exceeds the requirements of KCSIE and has been further improved since the last governor inspection. Issues associated with volunteers (providing mentoring, for example) seem to have been dealt with. This reflects the very considerable amount of work that has been invested in it over the last year.

Good risk assessments are in place where necessary – examples of these were requested and seen.

The key things learned from the visit:

Sign off – where does this lie? Is it with JC, JT or DC or all three? Who has the veto on employment if checks are not complete? SCR should include sign off column and perhaps only when all three have signed off can someone start their employment.

Frequency of checks and who conducts them – suggestion is that completion/administration of SCR is the responsibility of the HR team with JC making termly checks that all is complete and flagging any issues. JB as the DSL will also conduct an early (2nd week) termly check and report to SLT/JT raising any issues. CM as safeguarding governor will conduct a mid-term check and raise any issues with JC, JT and JB as necessary.

University Academy of Engineering South Bank

In other words there is separation of duties/responsibilities and accountabilities.

There are minor issues that need chasing down – oversea police checks in two cases and references in a small number of case there are a number of risk factors (OTT, no references, no police check) that mean that employment perhaps should have been delayed.

Aspects I would like clarified/questions that I have:

Who has a veto on employment?

Actions for the school advisory board to consider:

Further check required in Spring term 2021 to ensure the remaining issues have been addressed.

Any other comments/ideas for future visits:

Should be inspected at least termly as part of a wider safeguarding focus – see above.

Signed: Chris Mallaband **Date:** 6/11/20

(When completed, this form should be passed to the Principal, who will discuss the visit with the governors. A copy of the form will be passed to the Clerk at the end of the meeting for circulation to all governors and a copy made available to all staff)

X = Item to be included on agenda

		OFSTED heading		Autumn Term		Spring Term		Summer Term		
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
Standing Items										
Declarations of interest		X	X	X	X	X	X	X	X	
Minutes and matters arising		X	X	X	X	X	X	X	X	
Principal's report		X	X	X	X	X	X	X	X	
In-depth focus (as below)		X	X	X	X	X	X	X	X	
Board membership: vacancies and changes		X	X	X	X	X	X	X	X	
Report on governors' visits and training undertaken by governors		X	X	X	X	X	X	X	X	
Policies - review and approve		X	X	X	X	X	X	X	X	
Update from MAT		X	X	X	X	X	X	X	X	
School Risk Register - significant updates		X	X	X	X	X	X	X	X	
Regular Items										
Review exam and assessment results	Quality of education	X								X
Student recruitment update		X								X
Next year's meeting calendar (to note)										X
Annual confirmation of link roles		X								
Annual confirmation of KCSIE update		X								
Annual in-depth review										
Annual governance review (skills analysis, training needs, annual confirmation of pec interests, statutory web requirements)	Leadership and management		X							
Local school risk register	Leadership and management							X		
Staff wellbeing	Leadership and management							X		SLT member
Professional development	Leadership and management								X	
Curriculum development	Quality of education				X					
Teaching and Learning	Quality of education				X					
School Development Plan	Quality of education	X								
Self Evaluation Form	Quality of education								X	
Progress and attainment data	Quality of education	X								
SEN	Quality of education		X							
Pupil Premium	Quality of education		X							Impact
Safeguarding	Behaviour and attitudes							X		
Student wellbeing	Behaviour and attitudes			X						SLT member

QUIRY

Health and Safety

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UAE South Bank Proposed Admissions Policy

1. Introduction

i. Thank you for your interest in applying for a place at UAE South Bank, Trafalgar Street, London, SE17 2TP.

The aim of this policy is to provide clear guidance on the admission arrangements for a place at the school including information on timescales, deadlines and contact details for queries.

ii. It also provides guidance on how applications are administered, the criteria used to prioritise applications (where necessary), waiting lists and the appeals process.

iii. UAE South Bank is a non-selective Secondary school with a sixth form.

The school has an agreed Published Admission Number (PAN) for the following year groups;

Secondary (Year 7): 150

Sixth Form: 75

2. Statutory Guidance and Definitions

i. All information in this policy meets the statutory requirements set out by the Department for Education (DfE) in the School Admissions Code 2014, ("the Code") and the School Admissions Appeals Code 2012, ("the Appeals Code").

ii. South Bank Academies Trust is a Multi-Academy Trust and is the admissions authority for all schools in it's network, including UAE South Bank. SBA Trust, in accordance with its funding agreement, is responsible for the admissions policy of each school and coordinates with the relevant Local Authority for the administration of admissions applications. For UAE South Bank the relevant Local Authority is Southwark Council.

iii. According to the Code, there are two different routes for applications - 'normal round' and 'in-year'; each route has a slightly different application process and timescales. Both application routes are detailed separately in this policy. 'Normal round' is relevant to all applications for a place in Reception or Year 7 starting at the beginning of the Autumn term in September. 'In-Year' is relevant to applications; a) for all year groups other than Reception or Year 7 starting at the beginning of the Autumn term in September.

Or

b) for any year group after the start of the Autumn term.

iv. PLEASE NOTE: This policy is not relevant to the process for naming the school on a child's Education, Health and Care Plan (EHCP) or Statement of Special Educational Needs. There is a separate process for selecting or changing the school named on an EHCP or Statement of Educational Needs which is outside of the admissions process. Please contact the child's home Local Authority for further details.

3. Application Process

1 Normal Round – Secondary (External Year 7)

- i. Applications for a place at the school are administered through the Southwark Council application process. Parents resident in Southwark can apply online at <https://www.southwark.gov.uk/schools-and-education/school-admissions> ; parents resident in other areas must apply through their home local authority.
- ii. The Local Authority's timetable will be used for all normal round applications each year (exact dates within the months may vary from year to year).
- iii. The school publishes information about the arrangements for admission, including oversubscription criteria, in February for the following September (e.g. in February 2020 for admissions in September 2021).

Secondary application timetable:

The school has an agreed external PAN of 150 in Year 7:

The school provides opportunities for prospective pupils and their parents/carers to visit the school.

31st October: National closing date for Secondary applications. Deadline for the Common Application Form to be completed and submitted to the relevant Local Authority.

November – February : The school and Local Authority coordinate to process all applications. If more applications are received than places available they will be ranked according to the oversubscription criteria published in this policy, see section 4 below.

PLEASE NOTE: schools are not able to provide any information regarding specific applications during this process.

28 February : Deadline for the school to publish its appeals timetable on their website.

1st March : Offers made to parents/carers by the Local Authority.

Allocation of places:

- a) Where the school is named on a child's EHCP or Statement of Special Educational Needs, that pupil will be admitted to the school.
- b) The school will consider all applications for places. Where fewer applications are received than places available, the school will offer places to all those who have applied.
- c) If the number of applications for admission is greater than the PAN (places available), all applications will be considered and places offered according to the oversubscription criteria in the order set out below (see section 4).
- d) Where an application has been unsuccessful due to a place not being available, applications will be put onto a waiting list which will be maintained until the end of the admission year. The waiting list will be ranked solely according to the oversubscription criteria detailed in this policy

(not date of application) and updated each time an unsuccessful application is added. See section 7 below for more details on waiting lists.

e) Where an application has been unsuccessful parents/carers have the right to appeal the decision to an Independent Appeal Panel. See section 8 below for detailed information on the appeals process.

4. Oversubscription Procedure and Criteria

If the number of applications received for any phase or year group is greater than the number of spaces available, places will be allocated according to the oversubscription criteria and order below.

i. 'Looked After Children' and children who have previously been a 'Looked After Child' but immediately following this became subject to adoption, a child arrangements order or special guardianship order¹.

ii. Children who, at the time of admission, have a sibling who attends the school. For this purpose, "sibling" means a whole, half or step-sibling or an adopted child resident at the same address.

lii. Banding - A banding system would be adopted for the remaining places and this will operate as follows. Each applicant will be required to take a verbal and non-verbal reasoning test which would place applicants in a rank order. Applicants will then be placed in one of 5 bands based on their performance in the test. As far as is possible, each band will contain the same number of applicants so that it represents 20% of the remaining applicants. The remaining places will be allocated so that an equivalent number of applicants are admitted from each band. Applicants will be admitted according to the criteria listed below in the order listed:

	Band1	Band 2	Band 3	Band 4	Band 5	Total
% of students in each ability band	20%	20%	20%	20%	10%	100%
Number of student places available in each ability band	30	30	30	30	30	150

iv. Distance measurement – Priority will be given to those children who live closest to the school. An external party (Southwark Council) measures distance on behalf of UAE South Bank. Southwark Council use a computerised system to calculate straight line distance between the child's home and the main entrance to the school.

V. Where places become vacant in a band, for example, because parents accept offers of places at independent schools, and no applicants in those bands remain without a place, they will be

¹ A 'Looked After Child' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the full definition in Section 22(1) of the Children Act 1989).

filled in rank order by children falling into the next nearest band(s) i.e. the band(s) on either side, below or above.

Vi. Late applications will be dealt with in accordance with the procedures set down by Southwark Local Authority within the Pan London Admissions System.

PLEASE NOTE: A child's home will be the address at which the child normally resides and which has been notified to relevant agencies (e.g. the Local Authority) as being the child's normal place of residence. Where a child lives normally during the school week with more than one parent at different addresses, the permanent home address for the purposes of school admissions will be the one where the child spends the majority of school nights Monday–Friday.

vii. Tie breaker: If SBA Trust is unable to distinguish between applicants using the published oversubscription criteria, places will be offered via a random draw which will be supervised by someone independent of the school.

vii. In the case of multiple births or siblings in the same year group, where there is only one place available in the school, all will be considered together as one application.

5. 'In-Year' Application Process

i. The 'In-Year' application process is relevant to applications for places in any year group that does not have a PAN (e.g. Years 1 - 6 or Years 8 - 11), starting at the beginning of the academic year or for any year group starting at any other point throughout the academic year.

ii. The Local Authority holds information on which schools in their area have spaces for each year group. Contact Southwark Council via the link below for further information.
<https://www.southwark.gov.uk/schools-and-education/school-admissions/in-yearadmissions>

iii. In-year applications to UAE South Bank can be submitted at any time and are made through the Local Authority. The In-Year application form can be accessed through the link below.
<https://www.southwark.gov.uk/schools-and-education/school-admissions/in-yearadmissions>

iv. If an in-year application is refused the child will be added to the waiting list for that year group. A child's position on the waiting list will be determined solely according to the oversubscription criteria in this policy. See section 4 for the oversubscription criteria and section 7 for more information on waiting lists.

v. If an In-Year application has been refused, the parent/carer has the right to appeal the decision to an Independent Appeals Panel. For detailed information about the appeals process see section 8 of this policy.

vi. Fair Access Protocol: Local Authorities are required to have Fair Access Protocols in order to make sure that unplaced, vulnerable children are offered a place at a suitable school as quickly as possible. The school complies with Southwark Council's Fair Access Protocol. Admissions

under Fair Access Protocol are discussed between the school and Local Authority on a case-by-case basis. This may mean admitting children above the PAN.

6. Waiting Lists

i. Any child refused a place at the school will automatically be put on a waiting list (unless a higher preference school has been offered.) A waiting list will be maintained until the end of the academic year after which it will be cleared.

ii. The waiting list is maintained in the order of the oversubscription criteria only (not application date). This means that names can move down the list if, e.g. someone moves into the area and is higher placed under the oversubscription criteria.

iii. Parents/carers have the right to request their child is removed from the waiting list at any time. Once removed, the child cannot be reinstated on the waiting list without submitting a new application.

iv. If a place becomes available it will be allocated to the first child on the waiting list, in accordance with the oversubscription criteria. If that offer is declined the place will be offered to the next child on the waiting list.

7. Unsuccessful Applications and the Appeals Process

i. All applicants who have applied for a Secondary or Sixth Form place at the school and been refused have a right to appeal that decision to an Independent Appeal Panel.

ii. Applicants will be informed in writing of the school's decision to refuse their application. This letter will include;

- a) The reason a place was refused (e.g. no available places)
- b) Information about the waiting list
- c) Information about the right to appeal
- d) The deadline for submitting an appeal
- e) Contact details for making an appeal

The deadline for submitting an appeal will be at least 20 school days² from the date of notification that an application was unsuccessful. Appeals received after this date are subject to different timeframes and exact deadlines will be provided in the letter from the school. This deadline applies to 'normal round' and 'in-year' applications.

Appeals are submitted to South Bank Academies Trust via an online form which is available through the school website or from the school. See section 9 for contact details.

iii. The decision of the Independent Appeal Panel is binding on all parties.

² School days do not include weekends, national holidays or school holidays

8. Applications Out-of-Chronological Age Group

i. Parents/carers may choose to seek a place for their child outside of their chronological age group for a variety of reasons (e.g. the child is summer born, is considered gifted and talented or has experienced problems such as ill health).

ii. The decision to admit a child out-of-year group is uncommon and will always be made on the basis of the unique circumstances for each specific case and what is best for that individual child. The decision will be made by the Principal of the school and will take into account parents'/carers' views, expert advice from relevant social, educational and medical professionals, whether the child has previously been educated out of their normal age group, any evidence that the child may naturally have fallen into a lower age group if it were not for being born prematurely and the long-term impact of the decision on the child.

iii. Applications for a child to be admitted to a year group outside of their chronological age group should be made through the same process set out in this policy for both 'normal round' and 'in-year' applications. However, in addition to the standard application form further documentation should be provided to support the request for a place out of chronological year group. This applies regardless of whether it is for a higher or lower year group.

iv. The Principal may request additional information after the submission of an application for an out-of-year group place, if necessary.

v. Each application will be considered on the individual circumstances of each case. Applicants will be notified in writing of the decision, including the reasons for it.

vi. Unsuccessful applicants have the right to appeal if they are refused a place at the school. However, this right does not apply if they are offered a place at the school but it is not in their preferred age group.

9. Further Information and Contact Details

i. For queries regarding this policy, admissions arrangements for the school and the waiting lists and appeals process, please contact: Admissions Officer: Hannah Dalton Email: hannah.dalton@uaesouthbank.org.uk Phone: 020 7271 2000

University Academy of Engineering South Bank Admissions Consultation 2021/22

UAE South Bank is now consulting on its admissions policy for September 2022 intake. Consultation will run from **2nd - 14th December 2020**.

Consultation

The School Admissions Code 2014 requires all schools to publicly consult on their admissions arrangements;

- a) if any significant changes are made

or

- b) after a maximum period of seven years, even if no changes have been made.

It has been seven years since UAE South Bank publicly consulted on admissions arrangements. The School Advisory Board would like to consult on draft admissions arrangements.

Please find the following attached:

Document A The proposed Admissions Arrangements 2021/22;

Document B the proposed supplementary form 2021/22; our consultation letter and Document C the proposed consultation (with highlighted amendments).

The draft documents can be viewed on our website www.uaesouthbank.org.uk. The purpose of the amendments are for clarity and simplicity to make the policy easier for parents to understand and to set out the procedure clearly which must be followed by parents.

Should you wish to comment on the existing policy, please let us know by sending us feedback, using one of the methods below.

Submitting Feedback

Comments should be submitted either by email post to:

Admissions Officer: Ms H. Dalton
Email: office@uaesouthbank.org.uk
Post: UAE South Bank
Trafalgar Street
SE17 2TP

Correspondence should be headed “**UAE South Bank Admissions Consultation 2021/22**”.

Consultation closes on **14th December 2020**, all comments should be received by this date.

Next Steps

Once public consultation has closed, South Bank Academies Trust (the admissions authority for UAE South Bank) will consider all feedback to the proposed admissions arrangements and make recommendations for final changes, where relevant. The final admissions arrangements will be determined by the UAE South Bank management team before 28th February 2021 and published on the academy’s website.

South Bank Academies UAE
Strategic and Reputational Risks

Risk No.	Risk Description	Risk Consequences	Impact	Prob	Overall Risk Rating	Existing Internal Controls and Evidence	Residual Risk Level	Assessment of Control Quality/Action Needed (Strong, Moderate, Weak)	Person Responsible	Direction of Travel	Next Review Date
1	Failure of the School to recruit sufficient learners especially in Y7 and Y12 to make it viable	Significant financial risk Risk that the confidence of stakeholders is diminished Cash flow problems Long term financial problems	2	1	2	Admissions Policy Parent/Carer Communication Promotion to potential students and parents Integrated Financial Curriculum Planning	1	Strong	Executive Principal Principal	→	Dec-20
2	Failure to ensure that the objectives for the School are met	Risk that the School fails to operate within the strategic objectives agreed by the Local Advisory Body Risk that the School's strategic objectives become out of date or no longer appropriate Risk that the School receives an unfavourable Ofsted Report	2	1	2	Experienced Senior Leadership Team Principals' performance management with internal and external assessors Active and experienced Trustees and Local Advisory Body Stakeholders who take an active role External Advisors including termly report from SIA T&L focus of the Governors Principals' Report	1	Strong	Executive Principal Principal	↓	Dec-20
3	Poor Student outcomes	Poor examination results could cause a reputational and financial risk. Detrimental to student futures/careers. Academy's reputation at risk.	2	2	4	Teaching and Learning monitored and reported through the annual cycle Effective formative assessment throughout the year and summative assessment annually for each student Use of CAT assessments and FFT models to set targets Funded comprehensive intervention programmes Executive Principal educational oversight School Improvement Advisor Trust HR Manager to advise on Staffing and issues. Principal reports to Local Advisory Body	3	Moderate	Executive Principal Principal SLT Trust HR Manager	→	Dec-20
4	Failure to monitor and react according to the requirement of our stakeholders	Risk that stakeholders and beneficiaries do not consider the School service to be valuable and high quality	2	2	4	Reports to Trustees Reports to School Local Advisory Body Parent/Carer Communication School Council Parent, Student, Staff surveys	3	Moderate	Executive Principal Principals SLT	→	Dec-20
5	Failure to monitor and react according to the requirement of our stakeholders	Risk that competitors make more attractive offer to stakeholders Risk that stakeholders fail to differentiate between the School and its competitors Risk of competition or the same share of the market	2	1	2	Marketing Strategy Effective Networking Post 16 Investments and Improvements Strong Family Links to the School	1	Strong	Executive Principal Principal SLT Local Advisory Board	→	Dec-20
6	Failure to assess and review alliances and partnership with other organisations	Risk that an alliance or partnership is no longer appropriate Risk to the integrity of the School	1	1	1	Networking Visits to other schools Principal Meetings Schools' Forum	1	Strong	Chief Executive Officer Executive Principal Principals SLT	→	Dec-20
7	Failure to ensure Information Technology in the School is maintained to the highest standard	IT security risk Risk to the corruption or loss of data Risk that IT equipment and services are outdated and no longer fit for purpose Financial risk Risk of Litigation	2	1	2	Outsourced IT service monitored and contract reviewed regularly Regular back up of information on outsourced servers	1	Strong	Executive Principal Principal Vice Principal Outsourced IT Services Provider SLT Trust Business Manager	→	Dec-20

8	Failure to monitor the effect of risks over which the School has little or no control such as economic or natural disaster	Financial Risk Risk of Litigation Reputational risk	1	1	1	Part of School Insurance Review process organised by Trust Business Manager Fixtures, Fittings, Employer, Public Liability held by the School Disaster Recovery Plan ICT Disaster Recovery Plan Temporary building replacement scheme with insurers PREVENT strategy used in School Medical Reviews PHSE program in School	1	Stong	Executive Principal Principals SLT Trust Business Manager	→	Dec-20
9	Failure of the School to recruit Governors who have the appropriate profile	Risk that a Governor could attract negative publicity Risk that stakeholders view Governors merely as extension of SLT Risk that stakeholders lose confidence in the Local Advisory Body School receives a set of Unqualified Accounts from its annual audit. Fines from the ESFA Potential Financial Notice to Improve issues from the ESFA Financial Risk, Risk of Litigation, Reputational Risk, Risk to the future of the School, Risk of poor morale affecting staff and stakeholders Risk that committees fail to operate effectively Risk that committee delegation is poor Risk that Local Advisory Body does not delegate enough or delegates too much to the Principal or SLT. Risk that the Terms of Reference are inadequate and/or unfit for purpose Risk to the day-to-day operation of the school	2	1	2	Governor training and induction and recruitment process, formal application process Regular Governors' skills audit Access to guidance and advice from NGA and Group	1	Stong	SBA Board Local Advisory Boards LSB Governance Team Chief Operating Officer Executive Principal Principals	→	Dec-20
10	Failure to comply with legislative requirements.	Financial Risk Reputational Risk risk of Litigation Risk of poor morale affecting staff and stakeholders Risk to the future of the School and Trust	2	1	2	Clear policies disseminated to all staff Risk Assessment Process Health and Safety Policy Guidance on Data Protection External consultants and experts used Regular external and internal review of legislative areas in School	1	Stong	Executive Principal Principal Principal SLT Trust Business Manager	→	Dec-20
11	Failure of The Academy and the Local Advisory Board to have procedures in place to cover the absence of the Principal or other members of the Senior Leadership Team	Financial Risk Reputational Risk Risk of poor morale affecting staff and stakeholders Risk to the day to day operations of the School Risk that Terms of Reference are inadequate or not fit for purpose	2	1	2	Clear guidance on Senior Staff roles clear cover arrangements Regular Local Advisory Board meetings CEO and Executive Principal meetings Access to SLT for guidance and support External Advisors Judicium, Local Authorities, LSBU Sponsor Regular meetings with the Executive Principal	1	Stong	Executive Principal Principal Principal Local Advisory Board	↓	Dec-20
12	High profile event in the school affects Trust overall and its reputation.	Risk to reputation nationally and locally to the school and the trust. Risk to the Sponsor's reputation.	3	1	3	Academy has a Critical Incident plan which is regularly assessed listing a delegation of duties in the event of an emergency situation. Advice and Expertises of the sponsor LSBU to advise in difficult circumstances Access to LSBU Sponsor legal expertise and advise	2	Stong	Executive Principal Principals SLT	→	Dec-20
13	Safeguarding incident at one of the schools.	Risk to reputation locally and nationally DfE and HSE intervention depending on scale of the event. Risk of drop in numbers of enrollments	3	2	6	Experienced SENDCO employed at School Experienced Designated Safeguarding Lead (DSL) employed at school All staff and governors are given safeguarding and prevent training annually All students and staff complete e-safety training and firewalls are in place to secure all ICT networks.	4	Moderate	Executive Principal Principal SLT DSL	→	Dec-20

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Pandemic

						Regular monitoring of updates and guidance from DfE and PHE as well as local authorities. Frequent communication between key staff. All issues reported to central office for decision-making support with ultimate accountability for H&S at board level. Frequent communication with stakeholders on behaviours and hygiene. Enhanced hygiene facilities including sanitiser gels. Risk assessments completed and updated; DfE guidance followed in full. Engaging with track and trace.						
	Risk to community health if virus is spread unchecked. Risk to education operations if virus results in staff shortages, inability of suppliers to fulfil contracts (eg cleaning, catering). Risk to outcomes if education is disrupted.		3	3	9		6	Strong	Executive Principal Principal SLT Governors Staff	→	Dec-20	

South Bank Academies UAE
Operational Risks

Risk No.	Risk Description	Risk Consequences	Impact	Prob	Overall Risk Rating	Existing Internal Controls and Evidence	Residual Risk Level	Assessment of Control Quality/Action Needed	Person Responsible	Direction of Travel	Next Review Date
14	Failure to ensure that the quality of Management information produced by the School is of a high quality, timely and aids decision-making.	Risk that the financial and non-financial performance of the School cannot be managed or reviewed by SLT Risk that the financial and non-financial performance of the School cannot be challenged or reviewed by the Trust or SBA Board Risk to the School of receiving poor audits and inspections	2	1	2	SIP and Self Evaluation Trustee and Local Advisory Body reports and Minutes Support from the School's administration team	1	Strong	Executive Principal Principals SLT	→	Dec-20
15	Failure to ensure that the quantity of Management Information produced by the School is good enough to aid decision making	Risk that the SLT cannot take informed decisions Risk that the Local Advisory Body cannot make informed strategic decisions Risk that the Local Advisory Body has no financial expertise Risk that the individual Governors' play a 'passive' role on the Local Advisory Body Risk that leadership does not have the capability or experience within the sector, risk that the SLT do not have the integrity required. Risk that succession planning is ignored, risk that too much emphasis is placed on entrepreneurial work and strategic objectives of the School are ignored. Risk to staff and stakeholders of low morale, risk of poor recruitment of learners to School, risk of poor retention and success rates. Risk of recruiting unsuitable staff, risk of poor appraisal, CPD processes and the need to instigate costly disciplinary procedures, tribunals etc. Financial Risk, Risk of Litigation, Risk to the achievement of the School's Strategic objectives	2	1	2	SLT review process Trustee and SBA Board and Local Advisory Board reports and minutes School Recruitment and Selection policy and procedures, continuing professional development, appraisal, Staff Development strategy ESFA Handbook Active Senior Team Membership Continuing Professional Development Active Local Advisory Body membership	1	Strong	Executive Principal Principals SLT TBM	→	Dec-20
16	Failure to implement a Risk Management Strategy	Failure to optimise educational opportunities Non-compliance with ESFA requirements Exposure of the School to unnecessary risk Increased cost, eg. insurance	1	1	1	Risk Strategy Risk Register and Action Plans Risk Management Group Executive Principal Oversight Local Advisory Board reporting mechanisms Oversight of content and timescales by the Trust Business Manager and CEO	1	Strong	Executive Principal Principals SLT Local Advisory Board TBM	→	Dec-20
17	Failure to ensure the managers of the school possess the skills and experience required to manage the School	Risk that the leadership does not have the capability or experience within the sector Risk of poor recruitment of learners to the school Risk of poor retention and success rates Risk of recruiting unsuitable staff Risk of poor appraisal, CPD processes and the need to instigate costly disciplinary procedures	2	1	2	School Recruitment and selection policy and procedures Active Senior Leadership Membership Continual professional development Staff development strategy INSET Training Days Trust Finance Manager	1	Strong	Executive Principal Principals SLT Trust HR Manager Trust Finance Manager Trust Business Manager Chief Executive Officer	→	Dec-20

18	Staff Recruited to the Schools have the required skills and expertise to meet the strategic objectives of the School.	Risk to staff and stakeholders of low morale risk of poor recruitment of learners to the school risk of poor retention and success rates Risk of recruiting unsuitable staff Risk of poor appraisal CPD processes and need to instigate costly disciplinary tribunals.	2	1	2	School recruitment and selection policy and procedures Active Senior Team involvement in Recruitment Advice and support from the Trust Business Manager Continuing professional development	1	Moderate	Executive Principal Principals SLT Trust HR Manager	→	Dec-20
19	Failure to recruit key teaching and support staff posts. Inadequate competency of staff within the School.	Staff not able to carry out their duties Poor management and decision making Poor quality of teaching and learning leading to poor student outcomes Inadequate Ofsted grading leading to reputational risk.	2	1	2	Thorough recruitment programme with all relevant staff trained Comprehensive professional development Strong Appraisal system Competitive remuneration and career development.	2	Moderate	Executive Principal Principals Trust HR Manager	→	Dec-20
20	Inadequate number of teaching and support staff within the Academy.	Inadequate teaching and learning and student support leading to poor student outcomes. Unsatisfactory Ofsted grading leading to poor outcomes	2	1	2	Integrated Financial Curriculum Planning Timely recruitment processes Experienced Trust HR Manager in place	2	Strong	Executive Principal Principals SLT	→	Dec-20

South Bank Academies UAE
Compliance Risks

Risk No.	Risk Description	Risk Consequences	Probability	Impact	Overall Risk Rating	Existing Internal Controls and Evidence	Residual Risk Level	Assessment of Control Quality/Action Needed	Person Responsible	Direction of Travel	Next Review Date
21	Failure to ensure the School complies with employee legislation	Risk that legislative requirements are not known or complied with Risk that Equal Opportunities legislation may not be complied with or discrimination in the work place may occur Risk that Data Protection legislation may not be complied with Risk that Human Rights legislation will not be complied with Risk that employee contract legislation may not be complied with Risk that employee Pension legislative requirements are not known or complied with Risk that Health and Safety legislative requirements are not known or complied with Fines for not ensuring right to work in the UK	2	1	2	Support of HR Advice and the associated policies and procedure Support of school Data Protection Officer and supporting policy and procedure Health and Safety Policy First Aid Policy Fire Safety Policy Support from the School's external Health and Safety Officer External Advisors – Judicium Safeguarding policy	2	Strong	Executive Principal Principals Trust HR Manager	→	Dec-20
22	Failure to ensure the School complies with environmental legislation	Risk that UK legislative requirements are not known or complied with	1	1	1	Reporting to SLT and Local Advisory Body Utilisation of School Sustainability Policies [as Landlord of building] Support of the School Site Manager Recycling program both teachers and students IT disposal policy	0	Strong	Executive Principal Principals Trust Business Manager SLT	→	Dec-20
23	Failure to ensure the Financial reporting requirements of the School are met	Risk that the legislative requirements relating to the production and reporting of the Statutory Accounts are not known or complied with Risk that the legislative requirements relating to Accounting Standards are not known or complied with Risk that the Charities Statement of Recommended Practice [SORP] legislative requirements are not known or complied with	2	1	2	Monthly Management Accounts Reports to Audit Committees Committee and the Local Advisory Body Budget monitoring Awareness of Financial Regulations and AFH Effective External Audit 5 year financial forecasts Support from the UHY internal Audit Governors Annual Audit against financial handbook. Governors Control document	2	Moderate	Executive Principal Principals Local Advisory Board Chief Executive Officer Trust Business Manager	→	Dec-20
24	Failure to ensure that the School ensures that Data Protection systems, procedures and processes are adequate	Risk that the legislative requirements relating to the protection of data are known and complied with Financial risk Litigation risk	2	1	2	Support of outsourced School Data Protection Officer and supporting policy and procedure Data Audit by external consultant Trust has an updated GDPR Policy All Trust and School staff have received GDPR training	2	Strong	Executive Principal Principal SLT	→	Dec-20

25	Failure to ensure that the School is compliant in respect of Welfare issues	Risk that the legislative requirements relating to disability are not known or complied with Risk that the legislative requirements of the Child Protection Act are not known or complied with	2	1	2	Support of HR Manager and the associated policies and procedures Parent/Carer Communication DBS Policy Citizenship Policy Personal, Social, Health Education Policy Reporting mechanisms to the Local Advisory Body Safeguarding Officer and ongoing training RESPECT procedures EpiPen Training Attendance Review	1	Strong	Executive Principal Principal SLT	→	Dec-20
26	Failure to ensure that the school is compliant in respect of the requirements of the school sector	Risk that the legislative requirements relating to the National Curriculum are not known or complied with Risk that the legislative requirements relating to mental health are not known or complied with	1	1	1	Reporting mechanisms to the Local Advisory Body Government Website and advice External website subscriptions – The Key Exam entries Subscriptions to professional bodies Curriculum leaders meeting and regular review	0	Strong	Executive Principal Principals SLT	→	Dec-20
27	Failure to ensure that the School is compliant in respect of the requirements of the Government and other relevant Authorities	Risk that the terms and conditions relating to the payment of any grant is not known or complied with Risk that the legislative requirements relating to licensing are not known or complied with	1	1	1	Reports to SLT and the Local Advisory Body Ofsted Inspections Internal and External Audit Networking Visits to other schools Principals' Meetings External subscriptions – The Key (Schools and Governors	0	Strong	Executive Principal Principals SLT	→	Dec-20
28	Inadequate level of expertise and challenge on Local Governing Body leading to ineffective local governance.	Failure to achieve mission and objectives of the School/Trust. Poor decision making and information flow.	3	1	3	Appropriate recruitment process for governors. Representation of the Trust on local governing bodies Annual review of local governing bodies including skills audit.	2	Strong	Executive Principal Principal Local Advisory Board	→	Dec-20
29	Serious breach of health & safety regulation or disability legislation occurs	Risk of litigation and Reputational risk.	3	1	3	Policies and procedures consistent with relevant legislation. Independent audit on Health and Safety and Policies Regular reports to the board Oversight of Trust Business Manager Adequate insurance cover through Govt recommended RPA Scheme	2	Strong	Executive Principal Principal	→	Dec-20
30	Land and Buildings are fit for purpose	Damage to property due to poor maintenance could cause disruption to business continuity and cause damage to pupils learning and School reputation	3	1	3	Maintenance programme in place assessed and monitored by Principal and forwarded to Trust Adequate budgets for building maintenance are provided Regular site checks by facilities team and external audits Appointment of skilled, qualified Premises Manager and team Funding by the Trust for Capital Expenditure on Buildings Access to CIF bid expertise and consultants.	2	Strong	Executive Principal Principal Trust Business Manager Vice Principal	→	Dec-20
31	Failure to safeguard Trust or Academy Assets from theft or damage by a third party.	Damage to building and assets Health and safety risk to students and staff Reputational damage and poor learning outcomes.	1	2	2	Academy has adequate security systems Budgetary allowance for upkeep and maintenance Asset registers at each establishment are monitored and audited regularly Adequate insurance is provided.	1	Strong	Principal Vice Principal Premises Manager	→	Dec-20

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

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