

## Meeting of the South Bank Academies Board

4.00 pm - 6.00 pm on Thursday, 8 July 2021  
in MS Teams - MS Teams

### Agenda

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1.	Welcome and apologies		HT
2.	Declarations of interest		HT
3.	Minutes of last meeting 18 March 2021	3 - 8	HT
4.	Matters arising	9 - 10	HT
	<b>Items to discuss</b>		
5.	CEO's Report	11 - 22	FM
6.	Education update, including OFSTED preparedness	23 - 40	DC
7.	Financial reports <u>For discussion</u>	41 - 62	HA
	<ul style="list-style-type: none"> <li>• May 2021 Management accounts</li> <li>• Update on capital and revenue spending program – verbal update</li> </ul>		
	<u>For approval</u>		
	<ul style="list-style-type: none"> <li>• Budget 2021-22</li> <li>• 3 Year Budget forecast return</li> </ul>		
8.	Annual safeguarding report	63 - 72	DC
9.	Equality Impact Assessment on new Pay Policy	73 - 78	JC
10.	Proposed governance effectiveness review	79 - 80	CC
11.	SBA Risk register update	81 - 90	DC
12.	Policies	91 - 110	CC
	<ul style="list-style-type: none"> <li>• Trustee and Governor Visits Policy</li> <li>• UAE / SBUA Admissions Policy for 2021-22, 2022-23</li> <li>• SBUTC Admission Policy for 2021-22, 2022-23</li> </ul>		

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
<b>Items to note</b>			
13.	Reports from committees <ul style="list-style-type: none"> <li>• Audit Committee 25 May 2021</li> <li>• UAE SAB 29 April 2021</li> <li>• UTC SAB 24 March 2021 &amp; 5 May 2021</li> <li>• Strategy Day 11 May 2021 notes</li> <li>• UTC development session 28 June 2021</li> <li>• UAE development session 6 July 2021</li> </ul>	111 - 118	CC
14.	Update on recruitment for School Advisory Boards	119 - 120	CC

**Date of next meeting  
4.00 pm on Tuesday, 12 October 2021**

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

**Apologies:**

**In attendance:** Michael Broadway, Ciara Carroll, Dan Cundy, Helena Abrahams and Jacqui Collins

**Minutes of the meeting of the South Bank Academies Board  
held at 4.00 pm on Thursday, 18 March 2021  
MS Teams**

**Present**

Hitesh Tailor (Chair)  
Tony Giddings (from minute 5)  
Hilary McCallion (from minute 5)  
Chris Mallaband  
Fiona Morey  
Lesley Morrison  
David Phoenix  
Nicole Louis  
James Blastland

**Apologies**

Richard Flatman (Vice-Chair)

**In attendance**

Michael Broadway  
Ciara Carroll  
Dan Cundy  
Helena Abrahams

1. **Welcome and apologies**

The Chair welcomed trustees to the meeting and noted that apologies had been received from Richard Flatman. A warm welcome was given to the new trustee, James Blastland, who was attending his first Board meeting.

2. **Declarations of interest**

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

3. **Minutes of last meeting**

The Board approved the minutes of the previous meeting held on 15 December 2020, subject to a minor correction.

4. **Matters arising**

**Action log**

3 Year staff investment plan

This item is to be integrated into the SBA strategy.

Equality Impact Assessment

This item is deferred until July 2021.

Safeguarding policy report

This item was replaced by the new Safeguarding policy at Trust level, on this agenda.

Capital and revenue spending programme

This item is on the agenda for this meeting.

OFSTED preparedness

This item is on the agenda for this meeting and will remain a standing item.

KPI report

This is to be shared at the next meeting as further work needs to be done.

Change of school names

This item has been integrated into strategy work.

AFH update

This item is on the agenda for this meeting.

Risk management update

This item is on the agenda for this meeting.

**5. CEO's Report, including strategy**

*Hilary McCallion and Tony Giddings joined the meeting.*

The Board received a presentation by the Executive Principal on the draft SBA strategy.

The focus of the strategy is to highlight what makes South Bank Academies unique in the local area. The Board agreed that SBA should highlight its focus on careers and on professional skills and suggested integrating elements on the EntreComp framework, a competence framework to support the development of entrepreneurial citizens.

It was suggested that this idea would be key to the success of the UTC as recruitment to Year 10 is a difficult task which would be improved by the school being able to demonstrate a clear benefit to students' careers by joining the five-year HNC programme.

The Board stressed that stakeholder engagement with this proposal was key to ensure that it is successfully integrated across the trust. Further to this it was suggested that the strategy should be tailored for the different groups who would receive it to make it relevant to those groups.

Real-life examples and case studies should be included in the presentation for students to make it relevant and relatable, and their opinions should be sought to ensure they will engage with the ideas presented.

The Board discussed how this strategy will be implemented by the schools, with a recommendation that the headings in the strategy be reflected in the school development plans to allow measurement of the impact across the schools.

The Board also noted the emphasis on curriculum in OFSTED inspections and the need to decide whether the schools should have a differentiated curriculum versus a general curriculum. It was acknowledged that most children would apply to the best school in their local area, and that differentiation could put off applications if the student does not wish to study subjects such as engineering. UAE's standard curriculum offer is augmented by their Day 10 curriculum which provides students with different and exciting experiences.

The Board noted the request to consider the proposal to change the name of both schools to better reflect their student offer. The Board requested that the proposed name be referred to the students and other stakeholders to seek their opinions regarding the change and a recommendation is made to the Board regarding the outcome. The favoured name for UAE is South Bank University Academy and for the UTC is South Bank UTC

## **6. Education update**

The Board noted the education update, hearing that both children and staff are happy to be back at school. The Trust is promoting the use of positive language and acknowledging that the schools' development journeys have been accelerated by the pandemic.

The Board noted that the government has now released details of the end of year assessments that will replace the usual exams for GCSEs and A-levels and the schools are working on reviewing the curriculum and the units yet to be taught.

Middle leadership was commended for the step up that they have taken to support development work in both schools. The schools are working with LSBU, which is supporting Year 11 students with tutoring in maths and science.

The Board queried whether the Year 14 HNC offer will continue next year and how many of the current students will apply to do the examination. The HNC will be offered next year, to both internal and external applications in engineering and health. The school anticipates that all current participants will complete the course successfully this year and estimates between 12 to 15 students will apply for the course next year. The Board was keen that the marketing materials be agreed for the course, with a particular emphasis on the five-year prospectus as it is a good marketing tool for the UTC for next year.

The Board requested an update on the wellbeing of staff at the trust and were informed that staff are happy to be back but are very tired. The wellbeing of all staff is being monitored and the trust is looking to organise a big celebration in the summer.

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**The Board noted the decision to close the Sir Simon Milton Westminster UTC.**

### **7. Financial reports**

#### January 2021 Management Accounts

The Board noted the receipt of the January 2021 management accounts and noted that the projected 2020-21 year-end balance before depreciation was £200K surplus. This balance includes £200K of additional top-up funding.

The Trust Business Manager confirmed that the monthly management accounts, including balance sheet and cashflow would be shared with trustees going forward.

It was confirmed that finance KPIs will be included with the management accounts to link the reports to the SBA strategy.

#### Capital programme

The Board noted that an update on the capital spending plan. A review of the existing fixed assets inventory plus future plans is required to ensure that enough money is allocated to the plans.

It was noted that a significant portion of the IT equipment is coming up for renewal due to its age; moving to the cloud is helping reduce hardware requirements and the university is donating equipment but an outlay will still be required.

It was agreed that the capital programme will be presented to the board again when the requirements have been clarified.

The reserves policy will to be reviewed in the light of the capital spending requirement.

The Board noted that the budget setting process for 2021-22 will start shortly and requested that a variety of scenarios be developed based on pupil number fluctuations. These scenarios will be presented to the board for consideration.

### **8. Safeguarding**

The Board approved the role of link trustee for safeguarding. Hilary McCallion agreed to be the link trustee for safeguarding.

The Board discussed the proposed trust-wide safeguarding policy.

The Board emphasised the importance of having a robust system in place at each school for checking the Single Central Register (SCR). The Board noted that each school's DSL is now responsible for their school's SCR and they conduct a termly audit. The trust's HR manager also audits the SCR and it is reviewed by the Executive Principal. The final check is carried out by the local link safeguarding governor who discusses the SCR with the DSL and confirms that the required checks are carried out.

The Board would receive the annual report on safeguarding at its July 2021 meeting.

The Board approved the trust-wide Safeguarding Policy, subject to minor amendments as agreed between the link trustee for safeguarding and the CEO.

The Board noted the safeguarding reports from each school.

**9. OFSTED preparedness**

The Board noted the report on OFSTED preparedness and heard that both schools were confident in their preparations for an inspection. Inspections will not restart before September 2021 and there may be delays to the expected inspection timeline for both schools.

**10. Risk management**

The Board discussed the proposed risk appetite for the Trust which had been discussed in detail by the Audit Committee meeting. The Board approved the risk appetites:

Financial – cautious  
Legal and compliance – minimal  
Academic delivery – open  
Reputational – cautious

**11. Update on recruitment for SBA Board and School Advisory Boards**

The Board noted the recruitment update. Five positions have been filled this year.

The Board agreed that Lesley Morrison's term of office as a trustee is extended until 7 March 2022 to match the end of her term of office as a local governor.

The Board ratified the appointment of the three co-opted governors to the local School Advisory Boards. Two co-opted governors were appointed to UAE South Bank and one was appointed to South Bank UTC.

**12. School resource management checklist**

The Board noted that the checklist had been reviewed in detail at the Audit Committee meeting and further noted that requested changes had been made to the checklist.

The Board agreed the checklist for submission to the ESFA.

**13. Anti-fraud policy**

The Board agreed to ratify the Anti-fraud policy.

**14. Academies Financial Handbook compliance report**

The Board noted the AFH compliance report.

**15. Reports from committees and School Advisory Boards**

The Board noted the committee and SAB report.

**16. Bi-annual update of pecuniary interests register**

The register was noted; no changes were notified.

**Date of next meeting  
4.00 pm, on Thursday, 8 July 2021**

**Confirmed as a true record**

..... (Chair)



## SOUTH BANK ACADEMIES BOARD - THURSDAY, 18 MARCH 2021 ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
<b>27 July 20</b>					
5.	Matters arising	Equality Impact Assessment on new Pay Policy	March 2021, deferred to July 2021	Jacqui Collins	On agenda
<b>15 Dec 20</b>					
5.	CEO report	Share proposed KPI dashboard	March 2021, deferred to July 2021	Fiona Morey	On agenda
<b>18 Mar 21</b>					
5.	CEO report	Name change to be consulted with student body	April 2021	Fiona Morey / Dan Cundy	Complete
7.	Financial reports	Capital programme to be returned to Board when requirements are clearer	July 2021	Helena Abrahams	On agenda
		Reserves policy to be reviewed in light of capital requirements	July 2021	Helena Abrahams	To do
8.	Safeguarding	Set up meeting for all involved in safeguarding for next steps and annual report	April 2021	Ciara Carroll	Complete

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# Agenda Item 5

	INTERNAL
Paper title:	SBA CEO Report
Board/Committee:	SBA Board
Date of meeting:	08 July 2021
Author(s):	Fiona Morey SBA CEO
Sponsor(s):	Hitesh Taylor SBA Chair
Purpose:	For Information
Recommendation:	The Board Committee is requested to note this report

## **Executive Summary**

The attached report provides the committee with an update on the Trusts links with the LSBU Group, student recruitment and the UAE re-brand.

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# South Bank Academies

LSBU | GROUP

## SBA CEO Report

July 2021

### LSBU Group

SBA continues to work and develop its integration with the LSBU Group at a number of levels. There has been increasing integration on service including Group audit, health and safety and estates and facilities management. There are numerous benefits to the Trust from this partnership working including high levels of support and expertise.

In terms of enhancing the Group offer there is good practice developing with students progression across SBA and also linking in with SBC. In relation to the former, the clear distinctive offer is supporting students seeking technical pathways to progress from UAE to the UTC. It is likely that this will continue to develop as the new SBUA clearly defined brand offer is fully established.

The Executive Principal is working directly with the Assistant Principal at SBC on an increased local alternative provision 14-16 offer. This will be a valued offer linked to local schools across Lambeth and will bring together both the UTC and College's established expertise in this area. UTC offering GCSE classes and the college a range of personal development and vocational classes in a unique offer. It is anticipated that a number of students will transfer from the UTC into the college provision.

There are plans to support students who aren't progressing into sixth forms within the Trust schools to transfer to the College. The benefits of the Group structure mean that students transferring between institutions will have continuity of support rather than starting totally a fresh.

There has been strong development in relation to sharing knowledge and expertise in relation to pedagogy and learning including sharing best practice in relation to online and hybrid learning and the development of research in education across the group.

### Cyberattack

The UTC suffered a cyberattack in May which was prevented through protections put in place as a result of the Group Cyber Security audit. This is a clear example of the Trust having benefitted from the Group. We will continue to review these processes as there are increasing cyber-attacks across the education sector.

### Demographics

There has been discussion at the recent strategy day about the downturn in demographic in relation to children of school age across both Lambeth and Southwark boroughs. This decline was already there prior to Covid but has been increasing further as a result of families moving out of the city.

In addition there is a new Harris academy opening in Lambeth in 21/22 in what was an already oversubscribed marketplace.

Discussions have been held about the uniqueness of the UTC being a differentiator in relation to its technical offer versus the traditional A level offer and the hope that this will provide some protection though we already know we have challenge in year 10 recruitment but growth in the year 12 recruitment.

With UAE the key distinctiveness is in the schools link in with LSBU and this should become more explicit with the renaming to South Bank University Academy. Following on from the strategy day senior learners at UAE and the Executive Principal have been proactively setting up meetings with local primary feeder schools. These meetings are enabling an opportunity to promote the UAE offer, building relationships with senior leaders and promoting the new Group and school strategy.

There has been high profile engagement with key local anchor organisations including the Young Vic and Pullens Gallery. These initiatives provide excellent opportunities for our students and also raise the profile of the school locally through word of mouth and via social media.

We need to continue to build on the uniqueness of the Group offer and how we promote this to potential families if we are to maintain or increase our student numbers in line with the business plan.

The Executive Principal is engaging with a number of primaries with a view to potential inclusion in the MAT, this would support embedding of stronger progression from key feeder schools. Southwark Council are keen to support local primary schools joining our MAT, but they are likely to come with poor financial health which will impact on the level of risk where this is the case.

A detailed report showing travel to learn and feeder school patterns is being developed alongside demographic trend and market share analysis to support greater insight on the market and subsequent strategic actions.

### **Hitesh Taylor awards**

I am very pleased to announce the first year of the Hitesh Taylor awards. Hitesh has kindly funded the awards for each school. Following input from Hitesh and senior leaders bronze, silver and gold awards will be made to 3 students in each school. There will be small ceremony at each school this year due to Covid restrictions.

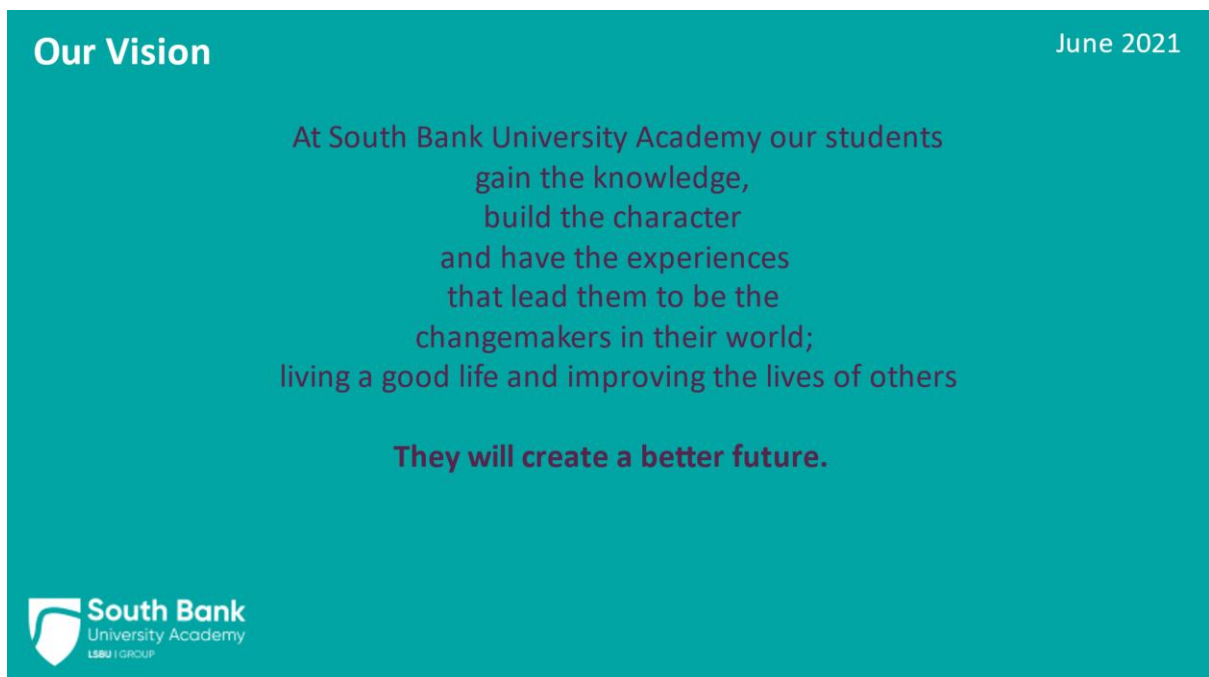
The prizes will be awarded to:

**Students who have shown that they are becoming the changemakers in their world:** This will be awarded to students for activities they have engaged in which aimed to improve people's lives on a local or global scale.

- £150 first prize
- £100 second prize
- £50 third prize

## UAE rebrand and relaunch

The UAE rebrand is underway with new logos, uniforms and kit ready for the new year. A refreshed vision, motto and values have been launched with staff and are aligned with the trust and group strategy. The relaunch involves senior leaders building engagements with primary schools so that there is increased understanding and awareness of the distinctiveness of South Bank UA's offer.



# Create a better future

The motto speaks to our vision and values:

- Social justice - it suggests that there is work to be done to secure students personal future and for them to be empowered to improve the lives of others.
- Empathy and kindness - the success is manifested in the wellbeing of themselves and others.
- Endeavour - the motto is bold and not easy to achieve. It will require huge amounts of effort and resilience from our students over a long time to gain access to professional and technical careers
- Community - implicit in that this requires a better future for their community.
- 'Create' - implies student agency and ownership. The onus is on the students to become the changemakers that achieve the vision
- 'better future' - to be successful requires a strong focus on character and destinations as well as examination outcomes.



## Our Values

For use with parents and students  
June 2021

### **Social justice**

Achieving this is about ensuring equity, diversity and inclusion in access and participation.

### **Kindness and Empathy**

We try to understand others perspectives and meet them where they are. We approach all our interactions from a position of goodwill.

### **Endeavour**

We expect and recognise effort and perseverance from staff and students.

### **Community**

We aim to be a driver of community cohesion where we live in each others lives and understand the circumstances and perspectives of each individual. We want our students to have a real sense of belonging in our school and work in partnership with parents in the development of their children.





## Staff Values

June 2021

Staff that work at South Bank UA are committed to our values. They build positive relationships with each other and with the students and demonstrate the necessary personal and professional attributes to bring this about. They work together to support students and meet their individual needs. Through our Professional Learning Community all staff commit to becoming experts in their field. They read, research and work collaboratively to continuously develop and assess their practice.

**Excellence:** We set high standards of ourselves and aspire to excellent outcomes.

**Professionalism:** Highly professional in conduct, taking responsibility and embracing collaboration.

**Integrity:** We communicate with transparency and respect, with relationships based on trust.

**Inclusivity:** We celebrate our diversity and view it as a source of strength.

**Creativity:** We nurture inherent curiosity; we lead innovation to drive excellence.



## Our Distinctiveness

June 2021

- The enriched curriculum. We offer students diverse opportunities extend their experience, become positive citizens and improve the lives of others. Our Day 10 and after school and holiday programmes provide a unique enriched curriculum of community work, educational and cultural visits and engagement with external businesses and agencies. This develops students' employability and professional skills, supports their personal development and increases their social and cultural capital.
- Access to technology through devices and platforms brings opportunities for powerful learning. Every student is provided with their own chromebook throughout their time at SBUA. All of our lessons and additional learning resources are available to students online.
- We provide bespoke mentoring and tutoring programmes for students. Often delivered through our partnerships with external providers.
- We develop our students' ambition and prepare them for successful high value professional and technical careers through our extensive advice information and guidance programme, our guest speakers programme, our workplace visits and our activities with London South Bank University
- We strive to make all of our enrichment opportunities available at no cost to all of our students. This includes trips, tutoring, musical instrument tuition and Duke of Edinburgh participation.



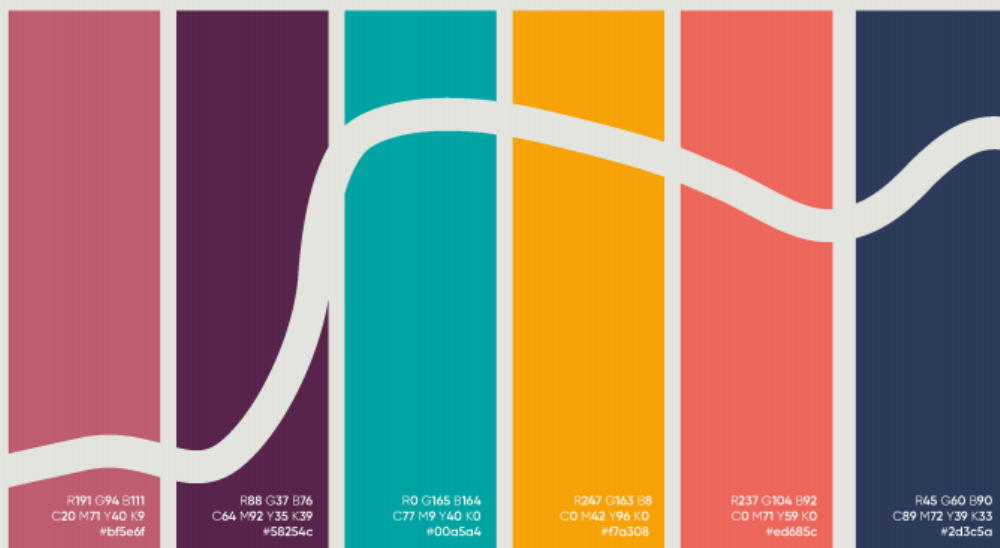
### Trust and school branding

The marketing officer has worked with the schools and the wider group to refresh the branding and logos for the trust and both schools. The logos are now better aligned to give a trust identity and common colour and typeface palette, as well as aligning to group branding.



## New Branding

### Academies Colours to be used by all schools within SBA



## Academies Fonts

### Gilroy

To be used for marketing and promotional material.  
Used within the LSBU Group.

abcdefghijklmnop  
opqrstuvwxyz  
1234567890

Gilroy – Regular

abcdefghijklmnop  
opqrstuvwxyz  
1234567890

Gilroy – Semibold

## New Branding



Primary Logo



Shield



Secondary Logo



Uniform Badge



Acronym Logo  
To be used in the future once reputation of the new brand has been built

New Branding

Old Branding



New Branding



**South Bank Academies  
Current Branding**



**South Bank Academies  
Logo Update**



Logo is now all one colour and features updated LSBU Group logo.

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	CONFIDENTIAL
Paper title:	Education update
Board/Committee:	South Bank Academies trust board
Date of meeting:	08 July 2021
Author(s):	Dan Cundy
Sponsor(s):	Fiona Morey, CEO
Purpose:	For information
Recommendation:	For information. People strategy (appendix) for approval



## Education Update

June 2021

### Coronavirus update

DfE guidance has continued to evolve in relation to operational practice. Students are back in school learning in person. Student bubbles are being retained until the end of the academic year but guidance on wearing face coverings has been relaxed. Lateral flow testing now takes place at home rather than in school. Case numbers have been increasing in the community in recent weeks and increasing numbers of students have been self-isolating due to the spread of the Delta variant. The anticipated relaxation of some restrictions on June 21<sup>st</sup> did not take place: this has had an impact on in-school activities for many schools including end of year productions, proms, sports days and activities weeks. The UTC's programme of July work experience is being adapted to offer an amended range of experiences for students.

Clarity is not yet available on the position with regard to refunds from examination boards: both schools have paid in full for the examination cycle which has not taken place in 2021: assessments have been produced, marked and moderated in-house instead. Guidance for September has not yet been issued by DfE in relation to operations nor the model for examinations. Funding was provided for holiday free school meals in May half term by both Southwark and Lambeth but it appears very unlikely that this will be extended into the summer holidays.

### Education update.

## Attainment and progress

Since the last update the schools have been operating in person, delivering learning face to face in student bubbles. Previous challenges around supervision and access to specialist teaching facilities remain due to bubble arrangements. Principals at both schools have led the implementation of systems to ensure that the summer 2021 examination series replacement has operated fairly, smoothly, robustly and in the best interests of the students for whom their learning has been so heavily disrupted, supporting their next steps in education, training or employment. Following discussions with curriculum leaders, assessment frameworks were decided in order to determine teacher assessed grades (TAGs), which were communicated to students and families. A range of examinations and other assessments generated evidence to award TAGs. All examinations were blind marked in order to mitigate the risk of appeals, and a moderation process has been carried out prior to submission of grades to examination boards. Boards have conducted a sampling process of assessment evidence to inform their quality assurance process. We anticipate results being confirmed on results days, which are earlier this academic year, on 10<sup>th</sup> and 12<sup>th</sup> August.

Outcomes for students are subject to appeals and exam board moderation. However as they stand outcomes are presented below. Note that no schools' results are being published for 2021, there are no league tables and Ofsted will not be looking at 2021 or 2020 data on inspection. It is impossible to draw firm conclusions from this data as the 2021 grading methodology is different to 2020 and again to 2019 and previously. Progress data is particularly problematic as it gives progress against 2019 outcomes nationally rather than 2021 data which will not be made available. A more thorough analysis will be presented in September.

No comparator data has been presented as it is impossible to draw conclusions from 2021, 2020 and 2019 data as all were arrived at following different assessment methodologies and indeed from following different curriculum pathways.

### UAE South Bank

#### Year 11

Attainment 8	45.71
'Progress 8'	+0.01
English and maths 4+	60%
English and maths 5+	40%

Early indications of differences in performance by group in Year 11 show that a greater proportion of boys achieved a standard pass in English and maths than girls – an attainment threshold measure supporting students' next steps. Progress overall was higher for girls however – they made more progress from their starting points at the end of Year 6. Likewise there are internal gaps in progress for SEND and pupil premium students. It is likely that this is due to the impacts of remote learning not being felt equally by all student groups, and SEND and disadvantaged students more likely to be affected by different teaching and support models as well as differential access to devices.

#### Year 13

A levels all achieved a 100% pass (A\*-E) rate, with 9 of 12 subjects also achieving 100% A\*-C. BTEC engineering extended diploma achieved 100% Pass+ and 68% Distinction+. Average grade was B+, significantly higher than in previous years. Value added is +0.83 overall (2019 benchmark). This is the first cohort of 'home grown' Year 13s who progressed from UAE Year 11.



## South Bank UTC

### Year 11

Attainment 8	37.7
'Progress 8'	+0.15
English and maths 4+	73%
English and maths 5+	43%

Year 11 performance was supported by strong teaching in very small groups. Attainment 8 was lower than it might be because of curriculum choice structured around the best interests of learners, so not all students filled all qualifying buckets. This was important with this cohort where around half of learners joined after the start of Year 10. Progress for UTCs is measured from starting points through CATs baseline tests and indicate better than national levels. There are gaps in performance between groups with boys outperforming girls and high prior attaining students doing well, but small cohort size is to be noted in drawing conclusions.

### Year 13

All A levels bar physics achieved a 100% A\*-E pass rate while 4 of 6 A level subjects also achieved an A\*-C of over 70%. All subjects achieved a positive value add, with an average of +1.09 (2019 benchmark). Average grade was C+.

A full analysis of the performance of other year groups will be published at the next meeting; end of year assessments are being completed in both schools.

## Curriculum

The curriculum offer has been finalised for the 2021-22 academic year and is informed by strategic thinking around trust growth and development. At UAE changes are minimal other than the new CTEC digital media course in Year 12 and the ending of engineering teaching in 6<sup>th</sup> form. At the UTC the health curriculum rolls into Years 11 and 13, the HNC continues and a level 2 NVQ in performing engineering operations will offer a high value level 2 pathway in Year 12.

A capital expenditure programme to support curriculum development has been submitted and approved. At UAE it comprises investment in resources to develop the new digital media course, benching to add to the range of independent study spaces as well as a redeveloped 6<sup>th</sup> form study area to enhance the attractiveness of the 6<sup>th</sup> form offer. At the UTC investment through the specialist equipment budget is taking place to develop the engineering and health offer in particular, with health simulation equipment being procured to further enhance the offer.

The UTC is revisiting its engagement with existing industry sponsors and building engagements with new partners to further enhance the curriculum offer. Employer projects which in previous years served as extensions to the curriculum are now embedded within it and serve to support completion of BTEC unit assignments.

## External review

Rachael Norman has been giving input into Quality Committee meetings throughout the year but is now long-term sick and was not able to complete her scheduled summer term assurance visit to UAE. In her

place Philippa Ollerhead, who has experience in completing previous quality assurance visits at UAE three years ago, conducted an in-person session. Her verbal feedback was positive and developmental but included "it was about half way through the day that I got this 'zingy feeling' all over about just how good this school is compared to how it was three years ago". In her report she gave constructive feedback to support Ofsted preparedness and articulation of the school's journey, which will be actioned. Her written feedback included

- The Principal, John Taylor, has made a significant positive impact on the academy, particularly in behaviour management and student attitudes to learning.
- Leaders have created an academy where safeguarding and pastoral care are of the highest priority. Students are safe, secure, and happy.
- students have appropriate access to a range of social experiences that increase their cultural awareness in preparation for the next stage of their academic lives.

At the UTC leaders have continued to work with Sarah Pashley on external quality assurance. Sarah is an Ofsted inspector and Principal of an outstanding UTC. She has co-delivered staff training as well as working with middle leaders on capacity development as well as conducting quality assurance. On her most recent visit she gave positive and constructive feedback with a series of recommendations which have been acted upon. Specific points relating to management structure in engineering have been dealt with through a restructure and recruitment programme. Further points relating to the use of student performance data has led to the formation of a data strategy group with actions taken already including further student testing and the introduction of Trackit to assist with behaviour data tracking.

### **Ofsted preparedness**

Work is ongoing with leaders to ensure preparedness for inspection. The recent strategy day included a presentation on what to expect from a governance perspective during inspection. Direct work with Principals and teams is taking place in direct relation to the inspection framework including on curriculum intent, implementation and impact; teaching and assessment; leadership and management; safeguarding; behaviour and safety and student personal development.

Close attention is being paid to changes and updates to the calendar, remit and format of inspections. Inspections are scheduled to re-start in September in person using a revised version of the current Education Inspection Framework (2019). Recently announced changes include

- Inspectors to consider how catch-up tuition has helped meet curriculum aims
- Schools without adequate processes to deal with sexual harassment may be deemed inadequate
- Schools expected to take a whole-school approach to sexual harassment and assume it's taking place
- Inspectors will not look at last two years' grades
- Leaders must support staff teaching in non-specialist areas
- Statutory inspection windows for Section 8 inspections (Good schools) can be extended by up to six terms beyond the four year period
- Schools not meeting the Baker Clause requirements for independent advice and guidance will be reported. This will assist the UTC.

### **Self evaluation and school development planning**

Both schools are updating their self-evaluation (SEF) documents as well as updating school development plans (SDPs) in advance of September. These will be presented to, questioned and scrutinised by SABs at a specially convened strategy day this term, supporting leaders to refine their priorities and plans in good time for the new academic year. Both schools self evaluate as Good in all areas. This is supported by the external quality assurance visits.

### **LSBU Group update**

As always, the aim for SBA is to ensure that being a member of LSBU Group adds value to the trust in terms of academic and back office inputs. Concurrently, the delivery of the SBA strategy aims to support the group in delivering its stated strategic objectives. There are a wide range of engagements with the group which have been beneficial to the trust, and others which have not led to the intended positive outcomes as anticipated yet. The range of engagements is being reviewed and refreshed to minimise the impacts of operational and other challenges and to build on success.

- People strategy (draft) developed for review below
- iTrent migration further delayed due to the impacts of LSBU cyber attack
- Continued work with alumni and fundraising committee to secure bursary and prize support
- Support for IT infrastructure and hardware
- Inputs from H&S team on reporting systems
- Support from Estates on facilities maintenance
- Input from LSBU Legal on UTC lease issues
- Continued work with LSBU apprenticeship team on employer partnerships
- Positive engagement with outreach team and refreshed operating model
- Liaison with Safia Barikzai and Alison Chojna on group academic inputs
- Support from group on cybersecurity and disaster recovery audits
- Work with EDI team on diversity and inclusion development work
- Participation in strategy implementation teams following group strategy publication
- Continued work with schools on academic links eg ACI and engineering
- Support from group with qualifications and training pathways
- Joint work with PVC Education on pedagogic development and research
- Input into staff conference
- Support for staff survey
- Participation in interview panels for senior group hires
- Joined up work with SBC on engineering equipment and on alternative education offer

### **Development update.**

- The health specialism at the UTC continues to grow and develop, with NHS support particularly from GSTT.
- The CEO and Executive Principal are continuing to work with other stakeholders in relation to Health Tec, the new health facility at Tabard Street, which will provide teaching resources for SBA and feeder schools.
- Apprenticeship planning and recruitment has not taken place due to the pandemic and we have declined to pursue the UTC's RoATP presence: future apprenticeship provision will take place in collaboration with LSBU.
- T level application to be made for 2023 start at the UTC pending government guidance to be issued in coming weeks.

- Curriculum Partnership. Pilot project being developed with Archbishop Tenison's School in Croydon for 2021 launch in health. Remote and blended learning model to support.
- Close networking with local authorities on place demand and local landscape in relation to school acquisition.
- Candidate schools identified for MAT growth. Positive dialogue with three school primary federation and with Lambeth secondary school.
- Southwark new school provision as part of Old Kent Road development likely to not go ahead due to place demand
- Development of STEM extended curriculum offer with LSBU via EU bid – awaiting outcome of bid.
- Development of Year 14 offer for future cohorts – funding and marketing model being developed.
- Identification of further tier of employer partners and sponsors for UTC with LSBU Apprenticeships team in support
- Joint work with SBC on alternative education offer: UTC to increase curriculum for 14-16 cohort

## Staffing update

A busy period for recruitment in both schools, details below.

### UAE

A new Head of PE joins us in September 2021, following the promotion of our longstanding Head of PE to an external Assistant Vice Principal role (member of staff was on the Associate AVP scheme). We have struggled to appoint a female teacher of PE, following the resignation of the current female teacher of PE. Following two rounds of advert (after the May resignation date), we have secured a supply teacher for the Autumn term and we will go back out to advert for a permanent role later this year.

The Head of Modern Foreign Languages appointed in January 2021 leaves us at the end of August following an extended period of sick leave. Coupled with the departure of a second member of this team following maternity leave, we have recently appointed two Spanish teachers for July/September start and will be advertising the Head of MFL TLR post internally. The vacant engineering teacher post (since January 2021) has been advertised for a fixed term of one year whilst the engineering courses at Key Stages 4 and 5 are wound down during 2021/22.

A new TLR3 responsibility post within the Humanities department was appointed in April 2021 to absorb the additional workload associated with the expansion of this department. Growth has also occurred within the Business/Economics department, due to an increased uptake of courses at KS5; a new Business teacher will commence in July 2021. The departure of a Mathematics teacher earlier in the year has resulted in the appointment of an NQT commencing in July. We are currently advertising internally for a number of TLR posts including: lead teacher of Digital Media (new post, new course); responsibility in Mathematics (replacement); responsibility in Science (new post); and Outdoor Education Coordinator (replacement).

The longstanding Exams and Data Officer was replaced in April, and new Sixth Form Support and Attendance/Educational Welfare Officers were also appointed at this time to replace members of staff who failed probation. The restructure of the core administrative team resulted in the appointment of a new Administration Manager (internally) and the external appointment of a new Admissions and Front Desk Officer. A new learning assistant was appointed to replace a member of staff who was promoted earlier this year to HLTA. We are currently out to advert for an EAL Assistant to replace the outgoing postholder who has moved on to undertake teacher training.

## **UTC**

Of the three unqualified engineers employed via agency earlier in the year to cover leavers, two have made it through to attain substantive posts and will embark on centre assessed teacher qualification routes. The Director of Engineering who has been absent on long term sick leave this academic year will move on at the end of August, with a 'super department' having been created across Engineering, Mathematics and Computer Science. This has necessitated the introduction of Director and Assistant Director roles for this department and the creation of a new TLR1.0 to recognise the scale and scope of the Head of Department role. An additional experienced, qualified engineering teacher has been appointed for September 2021.

Following the departure of the Lead Teacher of Health in March, two new substantive Health teachers have been appointed (additional role due to uptake in course demand) and the TLR for Lead Teacher of Health has been advertised internally. A new Lead Teacher of English TLR post has been created and appointed to, in order to support the Director of English, Business and Literacy, and a substantive teacher of Chemistry has been appointed for September 2021 to fill a long-standing vacancy which has been covered by a temporary teacher for the majority of this year.

Following the departure of the SENDCO in May, a new role of SEND Support Officer has been introduced to support the Vice Principal who will undertake the formal role of SENDCO. A restructure of the pastoral department has facilitated the creation of some new posts to bolster the UTC's pastoral capability. In addition to existing staff who will be filling the Head of Sixth Form TLR role, Student Wellbeing Manager and Assistant Head of Sixth Form (support staff roles), we have advertised for a Student Conduct Manager (support staff role, external advert) and a Head of Key Stage 4 (internal, teacher TLR role).

We are losing a learning assistant at the end of this year who, pleasingly, is moving on to undertake a teacher training course. Therefore, we will be seeking to recruit to this post in the new academic year, as well as Science and Engineering Technicians. We currently have an advert out for a Front Desk Officer and will appoint to this role for September start.

Four new unremunerated Associate Assistant Vice Principal roles have been advertised internally to middle leaders to generate opportunities for experience at senior leadership level, and to create a pipeline of talent. A similar scheme is also in existence at UAE.

## **TRUST**

The new post of Marketing and Student Recruitment Officer was filled successfully in April. We have been enjoying the company of interns in Marketing and Finance who have both contributed hugely at a very busy time of year for both teams. The recent resignation of the Finance Manager has created an opportunity to restructure the finance team to create operational efficiencies across the two schools. We have created the new role of Senior Finance Officer internally, and two new roles of Finance Assistant which will be advertised internally and externally.

## **Appendix**

Draft people strategy

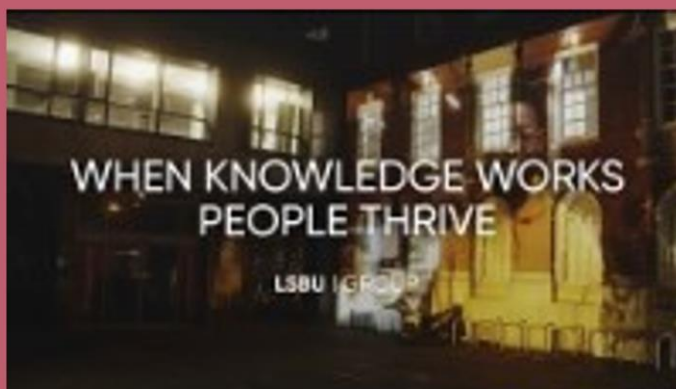
# South Bank Academies People Strategy 2021-26



## What we seek to do

What the LSBU Group seeks to do is create a powerful link between knowledge, work and the community to maximise growth in the local economy.

What South Bank Academies seeks to do is to provide excellent education for our learners in its widest sense, securing excellent outcomes, providing unrivalled care, advice and guidance and supporting high value pathways into higher education, employment or apprenticeships.



# People Strategy - LSBU



## People and Organisation Vision

Our people are our most important asset and their importance is reflected in our ambitious People and Organisation vision:

*"To attract, enable and retain a diverse group of high performing people that deliver a first-class employee and student experience across the LSBU Group.*

*Embedding a transformational and inclusive culture in a learning organization that is people centric, values led and ambitious."*



# People Strategy - SBA

We will align with the LSBU People Strategy Core Pillars within our own articulation.

1. **People.** A firstclass employee experience and journey which will attract, develop and retain high performing people.
2. **Culture.** An environment in which our people are supported to thrive, driven by our learning and values driven culture.
3. **Inclusivity.** Sectorleading equality, diversity and inclusion practices; we actively value diversity and promote equity in all that we do.
4. **Leadership.** Leaders and managers at all levels are supported to develop the skills and behaviours to perform at the highest levels.
5. **Organisation.** Innovative in design, shape and ways of working to be highly successful and fit for the future.



# 1. People

A first class employee experience and journey which will attract, develop and retain high performing people.

- **Recruitment cycle.** We continue to evolve our recruitment channels and systems to make sure we are able to recruit excellent people who align with our vision and mission and can contribute positively to the South Bank Academies journey.
- **Employee experience.** We continue to listen and consult to ensure that our people have a great experience, feeling valued, supported, challenged and developed through their journey with South Bank Academies.
- **Career pathways.** We develop our work to make sure that career progression routes are clearly signposted for both teaching and support staff.
- **Professional development.** All our people have access to high quality, personalised learning and development, both within and beyond South Bank Academies. Our people are supported to gain professional and academic qualifications.
- **Workload and wellbeing.** We continually listen and review our practices to promote the wellbeing of our people through a wide range of strategies. We carefully consider our systems to avoid unnecessary workload.
- **Reward and recognition.** We ensure that our staff are rewarded fairly and equitably for their roles and contributions, recognising excellence in all parts of South Bank Academies.



# 2. Culture

An environment in which our people are supported to thrive, driven by our learning and values driven culture.

- **Values.** Our trust and school values shape our thinking; we are guided by our moral purpose.
- **Community.** We value all our community and use our diversity to make us stronger. We all work to be good citizens and a positive influence on our communities.
- **Embedding learning.** We are all learning; we create and are shaped by insight and research. The LSBU Group add weight to our powerful and personalised development offer. We put this learning into practice to do better.
- **Innovative engagement.** We listen hard and engage widely; our people are empowered to contribute their views to guide our journey.
- **Wellbeing.** We have a range of innovative and powerful initiatives on offer to support and promote wellbeing.
- **Workload.** We work hard but our people are supported and shielded from excessive or unnecessary workload. Our systems are scrutinised for their effectiveness and efficiency. We use technology to enable and streamline.





### 3. Inclusivity

Sector-leading equality, diversity and inclusion practices; we actively value diversity and promote equity in all that we do.

- **Inclusive by design.** We work hard to listen and give agency to our people.
- **Inclusive policies and systems.** We review and evaluate the equalities impact of our systems and policies.
- **Inclusive recruitment and promotion.** We constantly review our HR systems and practices to ensure they are in line with best EDI practice.
- **Addressing structural inequality.** We actively seek to remove institutional bias and inequalities, using an evidence-informed approach to reduce underrepresentation.
- **Sector-leading.** We will capture our work to achieve charter marks and accreditation and share our practice through a range of collaborations.



### 4. Leadership

Leadership. Leaders and managers at all levels are supported to develop the skills and behaviours to perform at the highest levels.

- **Clarity of expectation.** All our leaders and managers are given clarity, support and structure to facilitate high performance.
- **Leadership development.** A range of opportunities and practices support our leaders and managers to develop their practice.
- **Access to insight.** We support our people to access powerful information, research and insight to develop in their roles. Our people are given opportunities to create and share insight.
- **Collaborations.** We facilitate wide and powerful collaborations within and beyond South Bank Academies and the LSBU Group to support the sharing of best practice.



## 5. Organisation

Organisation. Innovative in design, shape and ways of working to be highly successful and fit for the future.

- **Organisation shape.** As South Bank Academies matures, its shape evolves to enable development. This creates opportunities for people to grow and develop.
- **Innovation with role and function.** South Bank Academies innovates in order to ensure roles and functions are configured for maximum efficiency, sustainability and effectiveness. Roles with a cross-trust and cross-group dimension add impact and create opportunities for our people.
- **Innovation with resources.** We embrace the power of technology to create efficiencies and powerful delivery models. Our people are supported to innovate and given great resources.
- **Innovation with place.** We review where and how we deliver learning and wider functions, looking beyond traditional models. This can create real opportunity for our people.
- **Innovation with partnerships.** We continue to leverage our partnerships to strengthen South Bank Academies and LSBU Group, a wide employer network and range of partnership working.



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	CONFIDENTIAL
Paper title:	H&S and estates update
Board/Committee:	South Bank Academies trust board
Date of meeting:	08 July 2021
Author(s):	Dan Cundy
Sponsor(s):	Fiona Morey, CEO
Purpose:	For information
Recommendation:	For information.



## Health and safety / estates update

June 2021

### Health and safety update

SBA have been working more closely with LSBU Group Health and Safety team since the start of the pandemic. Ben Baker and Ed Spacey in particular have been supportive and have added value for example in scrutinising Covid risk assessments. SBA have been contributing information to group reporting. The H&S team have provided training and access to two pieces of software: Safezone which assists in reporting emergencies including personal safety and fire through an online portal, and OSHENS which is an online tool to report health and safety issues including accidents and near misses. OSHENS is being introduced at both schools, while the UTC is accessing Safezone. OSHENS will assist in the future with the collation and analysis of health and safety data.

SBA has participated in a group wide fire door audit. We are awaiting the outputs. In general terms, because both school buildings are less than ten years old and in good condition, there are fewer immediate liabilities and risks than elsewhere in the group. There is no asbestos in either building.

A bid to the RPA (government-brokered school insurance scheme) for funding for security and crime resilience has been lodged from both schools. If successful, this will provide full or matched funding for a number of resilience measures to reduce risk of theft as well as personal safety and comprises CCTV, revised reception layouts and entry systems as well as improved fencing.

## Health and safety reporting

A new reporting form has been issued to both schools to be completed on a half termly basis. This will assist reporting into the board.

# Health and safety half term report

## South Bank UTC

Half term: Summer term 2 2021

Report produced by: DBE

Please outline in the table below the number of incidents in the half term under each type

Incident type	Number of incidents
Staff injury	1 (YTD)
Student injury	1 (YTD – Violent conduct)
Visitor/contractor injury	0
Sporting accident	0
Near miss	0
Fire incident	2 Drills, No false alarms or Real activations
Emergency evacuation	0
Other	

Of these, how many were RIDDOR reportable? **Zero**

Further details of RIDDOR reportable incidents including impact and actions required as a consequence: **N/A**

Evaluation of health and safety risks this half term. Comment on areas of increased or reduced risk, health and safety training and reviews carried out, equipment or facilities risks etc.

### Overall Site

- > No significant change in the overall H&S of the building.
- > Rectification work completed to dry riser glass and the maintenance of the firefighting equipment.
- > Main door operation remains a concern when conditions are wet. Inner door mechanism being costed to ensure site security.

### Specialist Areas

- Maintenance and servicing of Engineering equipment. Equipment is now 4 years old, quotations have been sought.
- Insurance inspections overdue for Axle stands, Grinders, Hydraulic Jacks, LEV/Fume equipment, Lifting (other), Pallet trucks and Gas. These inspections are required to maintain validity of cover from RPA. Zurich are quoting.
- Storage of flammable gas (Acetylene) – information sort from Judicium and notification of holding to the local Fire Brigade required. UTC quantities held will be reduced to 2 cylinders of 4 cubic meters. Dir.Eng is arranging approved storage.
- New equipment including manual wood turning lathe and large format heat press have been ordered. Risk assessment, operating policies and training scheduled for term end.
- Installation of fob operated locks to workshops, prep rooms and labs to be completed over the summer.
- Faulty Gas isolation found in Trinity – UTC to ensure operation and compliance with Zurich.

## Training

- a. 7 members of Engineering staff have undertaken new or refresher training with DATA (Design and Technology Association) for the use of Engineering specialist equipment. All staff will be certified until 06/2026 and any new staff put on training.
- b. Fire training from Judicium now scheduled for all staff and Fire Warden training for SLT/Fire Wardens for September.
- c. GDPR/Cyber Security/Working at Height/Manual Handling/H&S Basics for all staff arranged from September.
- d. Risk Assessment training for Science, Engineering and Premises staff from September.

## Fire Audit

- Rectification work to the evacuation chairs, access and storage concerns. Proposals being drafted.
- Removal of waste paper from teaching spaces – fire risks highlighted.
- Training need (as above)

# Health and safety half term report

## South Bank UAE South Bank (please delete)

Half term: Summer term 2 2021

Report produced by: Jason Philipasz

Please outline in the table below the number of incidents in the half term under each type

Incident type	Number of incidents
Staff injury	1 Staff separating 2 fighting students
Student injury	24 low level, bruises, cuts or muscle pulls requiring ice packs or plasters
Visitor/contractor injury	0
Sporting accident	18/24 have been twisted ankle, with football etc.
Near miss	1 Restrictor on 2 <sup>nd</sup> floor window damaged and forced window to open
Fire incident	0
Emergency evacuation	0
Other	

Of these, how many were RIDDOR reportable? 0

Further details of RIDDOR reportable incidents including impact and actions required as a consequence: N/A

Evaluation of health and safety risks this half term. Comment on areas of increased or reduced risk, health and safety training and reviews carried out, equipment or facilities risks etc.

Overall Site:

- Risk of minimizing contacts due to Covid. So students are still being taught in bubbles in zones of the school
- Since Year 11 and 13 have left. We have re-roomed the school to spread out students within their zones
- Reiterated to staff the importance of social distancing
- Restrictors on rooms now part of daily check for site team. Longer bolts being used to secure them
- Rectification work by Subcontractors to correct potential electrical fire risks identified by an independent qualified electrician
- Vehicle car park gate had remedial work to bring in line with latest H&S regulations
- Zurich insurance highlighted no emergency stop in lifts for engineers to use whilst servicing. This has been rectified by contractors.
- PAT tested lighting system in Hall for 1<sup>st</sup> time and securing of fixtures at height.
- Floodlights on AstroTurf repaired and serviced

### Specialist Areas

- Cleaning regime in place for specialist teaching rooms where more than one group use during the day. Fogging machine used with disinfectant with additional day cleaners.
- ICT room MG58 Doors removed due to coming off rail earlier in year. Being refitted with channel in floor in summer holidays.
- All equipment has had annual service or booked for service within time period
- High level skylight in sports hall has been replaced by contractors
- Window on 3<sup>rd</sup> floor main building shattered but contained within lamination. Area below in car park fenced off. Window will be replaced on 3<sup>rd</sup> July.

### Fire Audit

Following the recent recommendations from Judicium in our Annual review:

- One immediate rectification required to install partition in 6<sup>th</sup> form are to separate stairwell from toilet area. Included in Capex work.
- Refuge area being used to house photocopiers questioned in audit but not essential to remove.

## Estates update

The LSBU Estates team have been supporting SBA with a number of matters. This includes the unresolved issue of the UTC lease which is still with the DfE's lawyers for resolution. It also includes support for hard maintenance issues: Richard Poulson and team are supporting with guidance on maintenance schedules and on working with Trinity as leaseholders on shared plant, services and utilities.

LSBU Estates are supporting with the issue of district heating supply to UAE. Currently, heating is supplied via a district scheme to the school via a plant room on the Aylesbury Estate, which is scheduled for demolition. It has been recently confirmed that Southwark have included a new district heating scheme to replace the current one, which will provide continuity of service and be powered by renewable means.



	INTERNAL
Paper title:	May 2021 Management Accounts
Board/Committee:	South Bank Academies Board
Date of report / meeting:	08 July 2021
Author(s):	Helena Abrahams, Trust Business Manager (TBM)
Sponsor(s):	Fiona Morey, Chief Executive Officer (CEO)
Purpose:	For Review
Recommendation:	To review (and discuss, in case of meeting) the May 2021 Management Accounts.

### Executive summary

These management accounts provide a year-to-date financial position for South Bank Academies Trust as at May 2021, and a forecast of the outturn position for the 2020/21 financial year (Sep-20 to Aug-21).

### End-of-year position (2020-21)

The trust's 2020-21 end-of-year position (before depreciation) is forecast to be a surplus of £326k as at 31 August 2021. This is a of £0k change since the last set of management accounts.

## Summary of current position

### MAT – Financial Summary

The MAT outturn position is £0.6k surplus compared to the previous April 21 forecast of £-35.3k deficit representing a £35.9k favourable movement. The main movements are noted below:

£11.4k increase in income associated with additional central services recharge to the UTC following an increase in pupil number income allocation.

£24.0k decrease in expenditure.

- £9.9k underspend in staffing following a staff leaver who will not be replaced.
- £-4.2k overspend on Other Supplies & Services associated mainly with Professional Services for HR, Occupational Health, and Legal services.
- £11.7k underspend on ICT Costs relating to ICT Licences following implementation of “Network Security Audit” initiative led by LSBU. These costs are for licences which span into 21/22 year and accordingly have been deferred resulting in an underspend.
- £6.3k underspend on Staff Development particularly associated with finders’ fees.

### UTC – Financial Summary

The UTC outturn position before depreciation is £88.0k surplus compared to previous April 21 forecast of £113.0k surplus representing a £-25.0k Adverse movement. The movements are;

£20.7k increase in Income.

- £13.6k unexpected income received from ESFA for Covid Mass Testing.
- £7.8k Capital Claim made to the ESFA for purchase of specialist equipment.

£-45.8k Net overspend in Expenditure.

- £-12.0k overspend in substantive staffing. It goes without saying that any early recruitment is likely to lead to potential overspend by year end.
- £-19.4k increase in Educational Supplies & Services mainly associated with an increase in Exam invoices. It was previously noted that the agreed budget of £35k for exams was never going to be sufficient considering 19/20 actual was £53.7k.
- £-8.7k increase on Other Supplies & Services mainly associated with increased central service recharge from MAT following increased income allocation for pupil numbers.
- £-5.0k increase in Staff Development expenditure associated with finders/recruitment fees for new staff.

### **UAE – Financial Summary**

The UAE Outturn position is a £237.6k surplus before Depreciation compared to Apr21 Forecast of £248.6k Surplus, representing an adverse movement of £-11k. The main movements are:

£58.5k net increase in Income made up of:

- £7.4k unexpected additional income received from ESFA for Covid Mass Testing
- £47.4 increase in Other Government Grants
  - £7k claimed from ESFA for My Tutor re Teach First NTP Scheme
  - £9k allowed for ESFA claim re Teach First Mentor initiative
  - £31.4k allowed for ESFA claim re Summer School
- £2.5k increase allowed for catering income

£-69.5k Net increase in Expenditure (excluding depreciation)

- £-17.2k net increase in substantive staff expenditure made up of
  - £7.2 underspend on Teachers.
  - £-31.4k overspend on Teaching Assistants assumed required to run the Summer School (included within ESFA income within Other Government Grants).
  - £7.0k underspend in Admin Staffing.
- £-21.2k increase on Agency Staff. The school has had to operate with a number of vacancies throughout the year which have now been filled.

- £-3.7k overspend on Other Occupational Costs;
  - £-1.8k increase against Cleaning Costs following return of pupils. It was previously expected that cleaning costs would be negotiated down but this does not seem to have happened. The school have accepted “poor” quality of cleaning and are now awaiting the outcome of a new tender process.
  - £-1.3k increase in Cleaning Materials.
- £-22.8k overspend on Educational Supplies & Services.
  - -£4.6k increase on Subscriptions.
  - £-16.5k increase in Educational Supplies & Services mainly associated with an increase in Exam costs. It was previously noted that the agreed budget of £60k for exams was never going to be sufficient considering 19/20 actual was £95k.
- £-3.0k increase against Other Supplies & Services mainly associated with FSM vouchers provided to those entitled students. Note we are still seeking income from Southwark Council (not included forecast).
- £-1.0k overspend on ICT Costs associated with IT licences.

### Risks/Concerns

#### UTC

- A charge to the accounts will need to be made of around £50k for a staff member. Dialogue with necessary parties is currently taking place, and as soon as an arrangement has been made and amounts known an expense or provision will be made to the accounts. To help mitigate this financial impact, the £67,451 contingency provision held at the UAE will be reversed to Staffing. Although at UTC and UAE level this will be an adverse and positive variance, at consolidated level there should be a small net positive financial impact.

#### UAE

- To be prudent a provision for Hot Water of around £36k will be made in 20/21 (similar to previous years) relating to supply from Southwark. At the end of 19/20, the overall provision stood at; £36k 19/20, £35k 18/19, £110.1k (UAE inception to 17/18) = £181.1k. Following discussions between the Executive Principal and Southwark Council it appears that Southwark Council have been providing this free of charge and are unlikely to produce an invoice for the past 3-4 years of

supply. It is of the understanding that Southwark Council will continue to provide hot water even if it means building a plant at own cost. TBM is now following this through with Southwark Council for a successful outcome.

- HMRC wrote to the Trust (1st Oct20) asking for £16,985.33 underpayment relating to Dec2018 payroll. This is being challenged but is proving difficult (payroll providers changed). However, there is possibility that UAE will have to pay for this which will impact the potential surplus/(deficit). This has not been included in forecast.
- UAE – a contingency provision of £67,451 remains in balance sheet (ACA9600) relating to 16/17. This will at year end or sooner be reversed and recognised within revenue accounts impacting the Surplus/(deficit). Finance have agreed with Senior Management (see note under UTC) that this reversal will be used to offset the adverse variance of around £50k expected on UTC staffing. It is expected that at consolidated level this will have a small positive financial impact.

### **Budgets and going concern evaluation**

The trust's 2020-21 carry-forward position is projected to be £326k surplus before depreciation.

This is a positive variation of £7k to the original budgeted carry-forward position. This will not significantly impact the five-year budget, resulting in a projected carry-forward position of £2.2m as at 31 August 2026.

Included with this report: balance sheet, profit and loss statement & cash flow reporting.

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Consolidated Cash Flow Statement as at May21

		May21 Actual	Forecast £	Forecast £	Forecast £
		Ytd £ All Commitments £	Jun-21	Jul-21	Aug-21
	Income	7,908,639.14	788,604.73	755,206.58	844,324.62
	Total Staffing Expenditure	(5,120,196.08)	(573,139.00)	(558,123.00)	(590,348.00)
	Total Other Expenditure (exc: Depn)	(1,906,172.57)	(210,866.13)	(169,289.40)	(427,733.35)
	<b>Net of Income &amp; Expenditure</b>	<b>882,270.49</b>	<b>4,599.60</b>	<b>27,794.18</b>	<b>(173,756.72)</b>
	<b>Other Adjustments</b>				
Add Back Prepayments	Within UAE Prepa: Prepayments (amounts already paid)	207,868.35	23,840.00	23,840.00	23,840.00
Add Back Prepayments	Within UAE Prepa: Covid 19 catch up	(16,240.00)		16,240.00	
Add Back Prepayments	Within UAE Prepa: FSM SOUTHWARK Feb21 half Term	0.00			
Add Back Prepayments	Within UAE Prepa: FSM Wonde Gov Claim	(40,200.00)			40,200.00
Add Back Prepayments	Within UAE Prepa: Pupil Premium Apr21	(56,822.50)		56,822.50	
Add Back Prepayments	Within UAE Prepa: Rates Claim	(11,083.33)		11,083.33	
	UAE Salary Advances				595.00
	UAE Sales Ledger Control				
	UAE Sundry Debtors (parent pay)	0.00			
Add Back Prepayments	Within MAT Prepa: Prepayments (amounts already paid)		5,043.00	5,043.00	1,880.42
	MAT Salary Advances				625.00
	MAT Sales Ledger Control				20.00
	MAT Sundry Debtors				
Add Back Prepayments	Within UTC Prepa: Prepayments (amounts already paid)	31,309.35	5,548.00	5,548.00	5,548.00
Add Back Prepayments	Within UTC Prepa: Covid 19 catch up	(1,320.00)		1,320.00	
Add Back Prepayments	Within UTC Prepa: FSM LAMBETH Feb21 half Term				
Add Back Prepayments	Within UTC Prepa: FSM Wonde Gov Claim	7,230.00			7,230.00
Add Back Prepayments	Within UTC Prepa: Pupil Premium Apr21				
Add Back Prepayments	Within UTC Prepa: ESFA Capital claim				
	UTC Salary Advances				447
	UTC Sales Ledger Control				3,274.00
	UTC Sundry Debtors	0.00			
Consolidated	VAT Recoverable estimate		32,430.00	42,173.23	33,857.88
	Accruals: E202.066K Hot Water , E67.451k Contingency			(280,554.00)	
ACA	Purchase Ledger Control			(29,867.00)	
MAT	Accruals			0	
MAT	Purchase Ledger Control			2959	
UTC	Accruals			(28,713.60)	
UTC	Other Creditors				
UTC	Bad Debt Provision	0			
UTC	Purchase Ledger Control				
UTC	Student Payment Control			(600.00)	
MAT	Unpresented bacs payment UTC 28022021				
UAE	EBM pord 2507: 320 Chromebooks delivered but not yet paid E72640				
	Deduct Bad Debt Provision which is inc in Man Accounts: with Lambeth Council as its not a cash flow item				
UTC					
ACA	Payroll: LGPS & Teachers Pension			-66490	
MAT	Payroll: LGPS & Teachers Pension			-9458	
UTC	Payroll: LGPS & Teachers Pension			-32372	
ACA	PAYE / NI Control			-137724	
MAT	PAYE / NI Control			-12847	
UTC	PAYE / NI Control			-33459	
Consolidated	Expenses Control				
	<b>Net Other Adjustments</b>	<b>120,741.87</b>	<b>66,861.00</b>	<b>(467,055.54)</b>	<b>117,517.30</b>
		£	£	£	£
	Opening Bank Balance UAE	1,394,528.90			
	Opening Bank Balance MAT	558,244.53			
	Opening Bank Balance UTC	161,141.64			
	<b>Opening Bal per Bank Statement for Apr21</b>	<b>2,113,915.07</b>	<b>1,699,094.01</b>	<b>1,770,554.61</b>	<b>1,331,293.25</b>
	Net of Income & Expenditure	(414,821.06)	4,599.60	27,794.18	(173,756.72)
	Net Other Adjustments	0.00	66,861.00	(467,055.54)	117,517.30
	<b>Closing Bank/cash</b>	<b>1,699,094.01</b>	<b>1,770,554.61</b>	<b>1,331,293.25</b>	<b>1,275,053.82</b>

# Balance Sheet



**Selection Criteria:**

Company(s) - **South Bank Academies** ; Location(s) - **As Selected** ; Period - **2020/21.09** ; Year End Period(s) - **None** ; Display Previous Year

[Click to return](#)

As - **Full Year** ; Show Locations As - **Consolidated** ; Show Details - **Yes**

	Consolidated	
	2020/21	2019/20
<b>Fixed Assets</b>		
Land & Buildings	14,047,680.34	14,092,112.62
Asset Under Construction	-	58,204.44
IT Equipment	324,460.60	170,971.92
Furniture and Equipment	484,972.77	641,857.75
	<b>14,857,113.71</b>	<b>14,963,146.73</b>
<b>Current Assets</b>		
Debtors	420,098.56	580,257.52
VAT	32,430.97	54,636.50
Cash at Bank and in Hand	2,096,275.83	1,755,587.14
	<b>2,548,805.36</b>	<b>2,390,481.16</b>
<b>Current Liabilities</b>		
Creditors	(336,812.04)	(863,585.92)
Salary Control	(108,321.55)	(93,763.91)
PAYE / NI Control	(137,724.28)	(126,811.71)
Expenses Control Account	(659.34)	(492.86)
	<b>(583,517.21)</b>	<b>(1,084,654.40)</b>
<b>Intra-Company</b>		
Intra Company balances	-	-
	<b>-</b>	<b>-</b>
<b>Net Assets excluding Long Term Liabilities</b>	<b>16,822,401.86</b>	<b>16,268,973.49</b>
<b>Long Term Liabilities</b>		
Long Term Liabilities	(706,000.00)	(706,000.00)
	<b>(706,000.00)</b>	<b>(706,000.00)</b>
<b>Net Assets including Long Term Liabilities</b>	<b>16,116,401.86</b>	<b>15,562,973.49</b>
<b>Reserves</b>		
Restricted General Fund	23,832,984.00	23,832,984.00
Current Year Income & Expenditure	557,885.04	(519,282.58)
	<b>24,390,869.04</b>	<b>23,313,701.42</b>
<b>Unrestricted Fund</b>		
Unrestricted General Fund	(8,242,010.51)	(7,722,727.93)
Unrestricted Pension Reserve	(28,000.00)	(28,000.00)
	<b>(8,270,010.51)</b>	<b>(7,750,727.93)</b>
<b>Total Reserves</b>	<b>16,120,858.53</b>	<b>15,562,973.49</b>
	<b>(4,456.67)</b>	<b>-</b>



<u>Consolidated Income &amp; Expenditure Forecast as at May 21</u>				Forecast	Forecast	Forecast	Forecast Jun21 - May 21 12m Outturn		Apr21 12m Outturn	Change from	May21 12m Outturn	
Approved Budget £	May 21 YTD Actual	All Commitments £	£	Jun-21	Jul-21	Aug-21	Forecast Jun21 - Aug21	May 21 12m Outturn Forecast	Forecast £	Previous Forecast £	Forecast V Approved Budget	
<b>INCOME</b>												
8,738,940.00	A0	GAG funding	6,839,309.23	0.00	721,248.04	690,608.79	751,887.95	2,163,744.78	9,003,054.01	9,014,726.67	(11,672.67)	264,114.01
293,000.00	A2	Other Govt Grants	398,668.32	0.00	9,176.94	6,418.04	36,806.92	52,401.90	451,070.22	362,131.90	88,938.32	158,070.22
0.00	A3	Private Sector Funding	70,973.84	0.00	0.00	0.00	0.00	0.00	70,973.84	70,973.84	0.00	70,973.84
798,269.00	A4	Other Income	599,687.75	0.00	58,179.75	58,179.75	55,629.75	171,989.25	771,677.00	758,436.87	13,240.13	(26,592.00)
<b>9,830,209.00</b>		<b>Total Income</b>	<b>7,908,639.14</b>	<b>0.00</b>	<b>788,604.73</b>	<b>755,206.58</b>	<b>844,324.62</b>	<b>2,388,135.93</b>	<b>10,296,775.07</b>	<b>10,206,269.28</b>	<b>90,505.78</b>	<b>466,566.07</b>
<b>EXPENDITURE</b>												
5,001,645.00	B0	Teaching Staff	3,510,516.43	-	404,589.00	412,833.00	410,188.00	1,227,610.00	4,738,126.43	4,742,032.84	3,906.41	263,518.57
751,046.00	B1	Educational Support Staff	565,077.32	-	62,853.00	61,338.00	90,740.00	214,931.00	780,008.32	739,707.63	(40,300.69)	(28,962.32)
116,107.00	B2	Premises Staffing	89,473.74	-	9,676.00	9,787.00	9,787.00	29,250.00	118,723.74	118,836.73	112.99	(2,616.74)
851,026.00	B3	Admin Staffing	608,821.71	-	72,572.00	71,468.00	76,936.00	220,976.00	829,797.71	843,994.58	14,196.87	21,228.29
31,870.00	B4	Other Staff	18,493.32	-	2,891.00	2,697.00	2,697.00	8,285.00	26,778.32	27,175.95	397.63	5,091.68
134,000.00	B5	Agency Staff	327,813.56	69,529.58	20,558.00	-	-	20,558.00	417,901.14	398,280.27	(19,620.87)	(283,901.14)
<b>6,885,694.00</b>		<b>Total Staffing</b>	<b>5,120,196.08</b>	<b>69,529.58</b>	<b>573,139.00</b>	<b>558,123.00</b>	<b>590,348.00</b>	<b>1,721,610.00</b>	<b>6,911,335.66</b>	<b>6,870,028.00</b>	<b>(41,307.66)</b>	<b>(25,641.66)</b>
-	K0	Budgeted Surplus	-	-	-	-	-	-	0.00	-	0.00	0.00
77,010.00	C0	Maintenance of Premises	38,699	30,047	6,947	484	4,984	12,414.56	81,160.09	82,032.81	872.72	(4,150.09)
461,615.00	C1	Other Occupational Costs	318,532.32	91,940.29	8,106.23	11,880.67	81,665.67	101,652.56	512,125.17	506,938.38	(5,186.79)	(50,510.17)
682,868.00	D0	Educational Supplies and Service	426,229.42	124,001.53	66,267.00	77,971.05	154,813.00	299,051.05	849,282.00	807,811.60	(41,470.40)	(166,414.00)
1,188,039.00	E0	Other Supplies and Services	902,753.62	74,109.55	104,981.00	63,102.00	135,974.00	304,057.00	1,280,920.17	1,265,090.50	(15,829.67)	(92,881.17)
25,500.00	F0	ICT Costs (Non Capital)	117,938.93	13,010.73	11,176.06	11,176.06	15,372.06	37,724.18	168,673.84	179,126.05	10,452.21	(73,173.84)
6,600.00	G0	Staff Development	102,019.64	12,182.49	13,388.84	4,675.84	34,924.84	52,989.52	167,191.65	168,906.75	1,715.10	(46,591.65)
-	H0	Other GAG Expenses	-	-	-	-	-	0.00	0.00	-	0.00	0.00
<b>2,425,932.00</b>		<b>Total Other Expenditure</b>	<b>1,906,172.57</b>	<b>345,291.48</b>	<b>210,866.13</b>	<b>169,289.40</b>	<b>427,733.35</b>	<b>807,888.87</b>	<b>3,059,352.92</b>	<b>3,009,906.09</b>	<b>(49,446.83)</b>	<b>(433,720.92)</b>
<b>9,511,326.00</b>		<b>Total Staffing + Other Expenditu</b>	<b>7,026,368.65</b>	<b>414,821.06</b>	<b>784,005.13</b>	<b>727,412.40</b>	<b>1,018,081.35</b>	<b>2,529,498.87</b>	<b>9,970,688.58</b>	<b>9,879,934.09</b>	<b>(90,754.49)</b>	<b>(459,362.58)</b>
<b>318,883.00</b>		<b>Surplus / (Deficit) Before Deprec</b>	<b>882,270.49</b>	<b>(414,821.06)</b>	<b>4,599.60</b>	<b>27,794.18</b>	<b>(173,756.72)</b>	<b>(141,362.94)</b>	<b>326,086.49</b>	<b>326,335.20</b>	<b>(248.71)</b>	<b>7,203.49</b>
180,000.00	I0	Depreciation UAE	171,445.44	-	22,035.00	22,035.00	22,035.00	66,105.00	237,550.44	238,018.17	467.73	(57,550.44)
-	I0	Depreciation UTC	152,940.01	-	17,626.08	17,626.08	17,626.08	52,878.24	205,818.25	205,344.67	(473.58)	(205,818.25)
-	I0	Depreciation MAT	-	-	-	-	-	0.00	0.00	-	0.00	0.00
<b>138,883.00</b>		<b>Surplus / (Deficit) After Deprecia</b>	<b>557,885.04</b>	<b>(414,821.06)</b>	<b>(35,061.48)</b>	<b>(11,866.90)</b>	<b>(213,417.80)</b>	<b>(260,346.18)</b>	<b>(117,282.20)</b>	<b>(117,027.64)</b>	<b>(254.56)</b>	<b>(256,165.20)</b>

**Surplus / (Deficit) If UAE Depreciation included But UTC Depreciation is excluded**

Approved Budget £	May 21 YTD Actual	All Commitments £	£	Jun-21	Jul-21	Aug-21	Forecast Jun21 - Aug21	May 21 12m Outturn Forecast	Apr21 12m Outturn Forecast £	Change from Previous Forecast £	May21 12m Outturn Forecast V Approved Budget	
318,883.00		Surplus / (Deficit) Before Deprec	882,270.49	(414,821.06)	4,599.60	27,794.18	(173,756.72)	(141,362.94)	326,086.49	326,335.20	(248.71)	7,203.49
180,000.00		Depreciation UAE	171,445.44	-	22,035.00	22,035.00	22,035.00	66,105.00	238,018.17	237,550.44	467.73	(57,550.44)
<b>138,883.00</b>		<b>Surplus / (Deficit) After UAE Depreciation</b>	<b>710,825.05</b>	<b>(414,821.06)</b>	<b>(17,435.40)</b>	<b>5,759.18</b>	<b>(195,791.72)</b>	<b>(207,467.94)</b>	<b>88,536.05</b>	<b>88,317.03</b>	<b>219.02</b>	<b>(50,346.95)</b>

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	CONFIDENTIAL
Paper title:	Budget 21-22 including 5 year forecast
Board/Committee:	South Bank Academies Trust board
Date of meeting:	08 July 2021
Author(s):	Helena Abrahams
Sponsor(s):	Fiona Morey, CEO
Purpose:	For Approval
Recommendation:	The Board is requested to i) support the assumptions in the proposed budget; and ii) approve the proposed budget for 2021/2



## SBA Budget 2021-22 including 5 year forecast

Helena Abrahams, Trust Business Manager  
June 2021

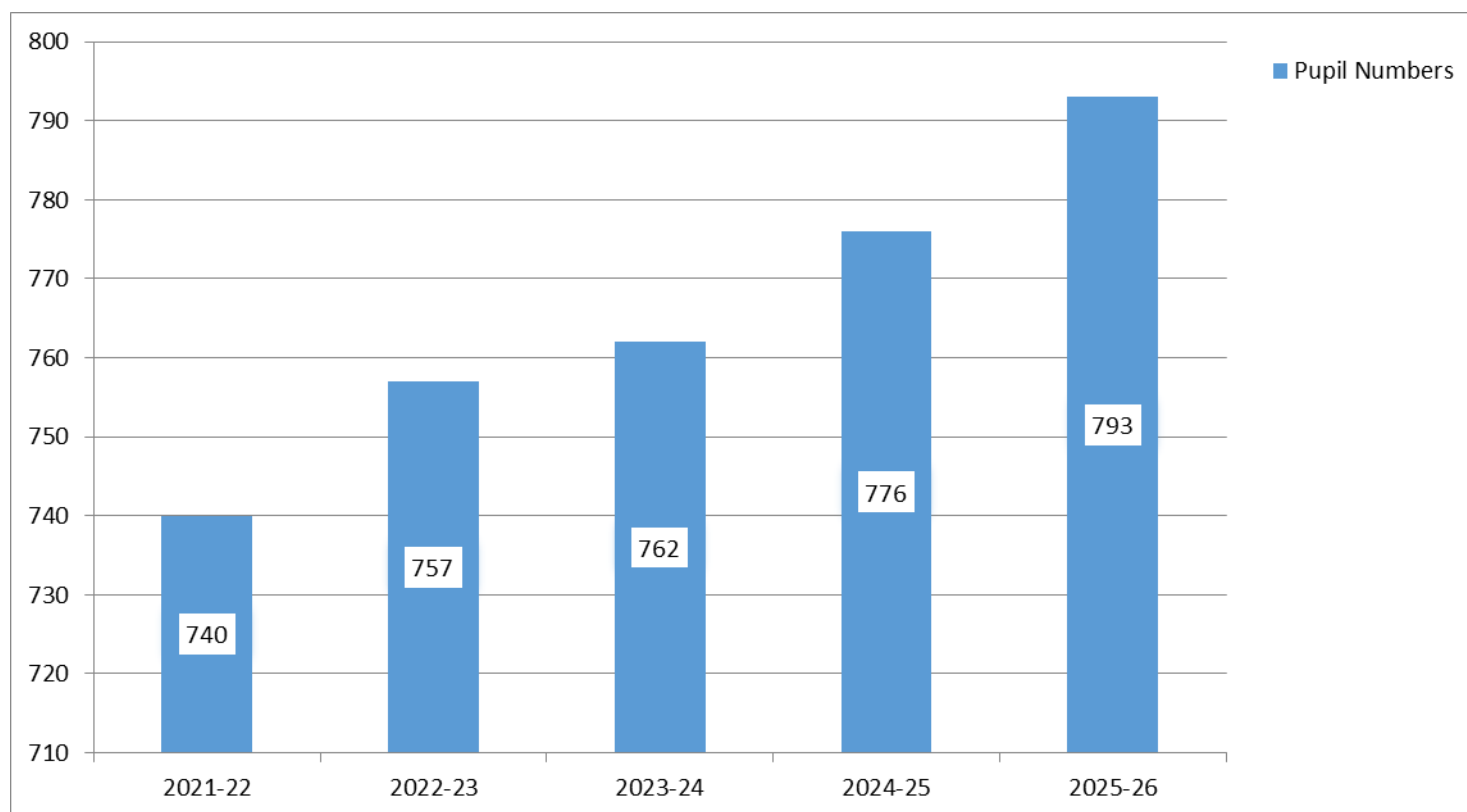
- The budgeting guidance was updated and issued to Principals in March 2021 and we have been having regular meetings to discuss the budget and produce different scenarios
- For 2021-22, we are setting an overall in-year balanced budget. UTC are anticipating setting a small deficit budget of £18k in 2021-22, but the need for investment in their staffing structure ahead of their imminent Ofsted visit is paramount
- There are no predicted in year deficits for Years 2 (2022-23), Year 3 (2023-24), Year 4 (2024-25) or Year 5 (2025-26)
- We have produced a five-year forecast as we understand the importance of strategic planning over the longer period; although the ESFA requirement is to submit a three-year budget forecast
- Our strategic planning has been done with the best information available to us at this time. We have had to make assumptions about the 'known unknowns' in order to present the most informed picture of the financial landscape and how this will impact on the sustainability of the Trust
- **I have clearly set out our assumptions, but these will require approval by the Board**
- The main areas are:
  - Student Numbers
  - GAG Funding and Other Grant Income
  - 16-19 Programme Funding

- Staffing Costs (Teaching and Support Staff)
- Non-pay expenditure
- Consolidated submission to ESFA
  - Submission of the 3YRBFR (three-year budget forecast return) 2021 is 27 July 2021
- Budgeted surplus
  - For 2021-22, UAE 1% and UTC -1%
  - Our reserves policy includes a suggested surplus set by the Board – the updated version suggests a 1.5% surplus
- UTC Transitional Funding
  - This funding of £100k per annum has now ceased
  - The increase in student numbers at UTC has helped to meet the shortfall of the removal of this funding
- Agreed pay policy from last year which takes into account STPCD does not include any increases to the staffing budget for 2021-22
- A cost of living increase of 2% for teaching and support staff has been applied in Years 2-5
- Top slicing (Management Charge) for each school has remained at 8% to cover all of the central staff costs
- Rolling programme of capital expenditure to be finalised utilising surpluses from previous years
- Review of all Service Level Agreements (SLA) has been undertaken
- Catering contracts for both schools are in the process of being agreed and the income will be significantly reduced as the catering company will collect the money for paid meals directly from parents
- Agency staffing costs
  - Have remained quite high for 2021-22 as we are still feeling the impact of COVID-19 on staffing
- Setting a balanced budget with an agreed surplus of 1.5%
  - Not achieved at UTC
  - Unknown financial impact of COVID-19
    - We are still facing uncertain costs around the impact of COVID-19

## Assumptions – Student Numbers

- Principals were asked to forecast their student numbers for the next 5 years taking into account their student number trends
- This is always challenging, but the direction given was not to be overly optimistic especially where growth is going to be difficult because of local demographic, feeder schools and changes outside of our control
- UTC student numbers are very difficult to predict, but the marketing campaigns have been thriving through the pandemic for the 6<sup>th</sup> form intake numbers are looking very promising for September 2021
- We will revisit the budget forecasts in the 3<sup>rd</sup> week of September 2021 ahead of the Autumn census (October 2021) to review whether the projections have materialised

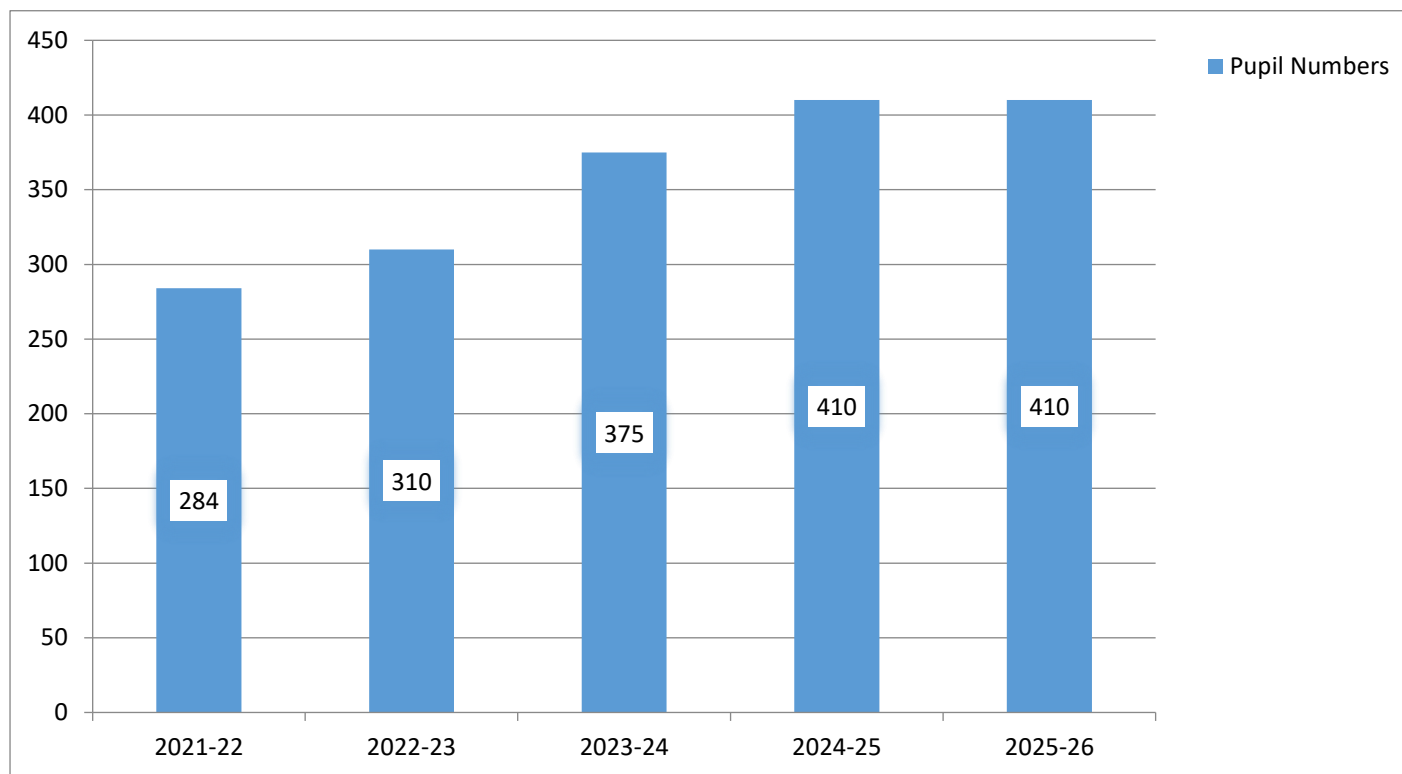
## Student Numbers – UAE



## Student Numbers by Year Group – UAE

Year	Key Stage	Oct 2020	Oct 2021	Oct 2022	Oct 2023	Oct 2024
Year 7	KS3	108	103	130	150	150
Year 8	KS3	123	110	103	130	150
Year 9	KS3	135	133	110	103	130
Year 10	KS4	135	136	133	110	103
Year 11	KS4	142	135	136	133	110
Year 12	KS5	64	75	75	75	75
Year 13	KS5	33	65	75	75	75
		<b>740</b>	<b>757</b>	<b>762</b>	<b>776</b>	<b>793</b>

## Student Numbers – UTC



## Student Numbers by Year Group – UTC

Year	Key Stage	Oct 2020	Oct 2021	Oct 2022	Oct 2023	Oct 2024
Year 10	KS4	22	20	60	60	60
Year 11	KS4	33	30	25	60	60
Year 12	KS5	149	150	150	150	150
Year 13	KS5	80	110	140	140	140
		<b>284</b>	<b>310</b>	<b>375</b>	<b>410</b>	<b>410</b>

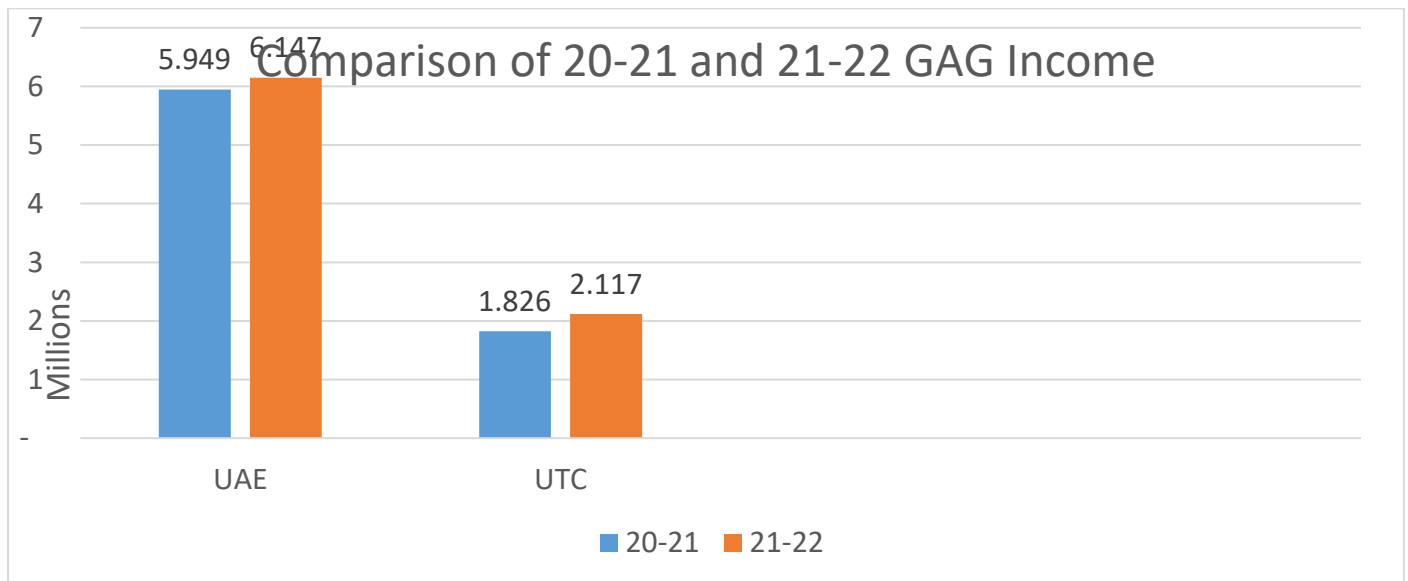
## Assumptions – GAG Income

- The highly awaited November 2020 spending review confirmed the commitment to a three-year settlement for the core schools' budget (made in September 2019) would be upheld. The funding year 2021-22 is the second year of this commitment, but this excludes 16-19 funding which was agreed for 2021-22 only.
- It has been confirmed that there will be a spending review in 2021 and we expect the outcome to be announced over the autumn.
- Year 1 – 2021-22
  - This is based on the 2021-22 GAG funding statements (taken on the number of students on roll in October 2020)

The DfE confirmed minimum per pupil funding levels and national funding formula (NFF) factor values for the funding year 2021/22 (year 1) in July 2020.

- Key factors in the NFF will increase by 3%
- The minimum per pupil funding levels for secondary schools will be £5,150
- Historic pay and pension grants have been rolled into the NFF for schools (5-16). Schools will receive an additional £180 (primary) and £265 (secondary) per pupil as part of their NFF allocation. This recognises the fact that these grants are part of schools' core funding
- The funding floor (essentially the inflationary rise) will be 2%. This means that all schools should receive a minimum 2% increase on their pupil-led funding
- Low prior attainment (LPA) factor will be affected by the lack of data for assessments in 2020. The DfE has issued guidance to local authorities which instructs local authorities to use 2019 assessment data as a proxy for the 2020 reception and Year 6 cohort
- Year 2 – 2022-23
  - Local formulae will continue to determine final allocations, however the three-year settlement that supported an inflationary rise to the NFF for 2022/23 has been confirmed
  - We have assumed a 1% increase to GAG funding
- Year 3 – 2023-24
  - Government remains committed to moving to a hard formula and anticipate a consultation process being launched in 2021, but we cannot assume that a national formula will be in force by 2023/24, nor do we know exactly what this might look like
  - Using the best information available at the time of writing, the unions have recommend applying an inflationary increase of 1.8% to core schools funding for 2023/24
- Year 4 – 2024-25 & Year 5 – 2025-26
  - Same assumptions used for Year 3 have been applied

## Assumptions – GAG Income



## Assumptions – Other Grant Funding

### Pupil Premium

- We have continued to use the current rates of funding in all future years @ £955 per pupil
- 21-22 Funding:

	Secondary pupils on roll	Number of pupils eligible for PP	% of pupils eligible for PP	2020-21 Allocation
UTC	54	28	51.85%	£26,740
UAE	642.50	324.50	50.51%	£309,897.50

- We have used the percentage of students eligible for pupil premium in 2021-22 for future years funding. Funding will be based on October 2020 census data instead of using the January 2021 census as was the case in previous years. This has negatively affected pupil premium allocations nationwide.

## Assumptions – 16-19 Programme Funding

- Year 1 – 2020-21
  - The November 2020 spending round confirmed the learner rate at £4,188 for full-time 16 and 17 year-olds. The funding rates and formula for different funding bands, including funding for T-levels and for additional elements such as High Course Premium, Advanced Maths premium, T Levels Industry Placement funding has been provided
- Year 2 – 2021-22 to Year 5 – 2024-25
  - We have used the funding band rates and additional elements used in 2021-22
  - The 2021 spending round will include new information about funding for 2022-23 onwards



- **16-19 Bursary**
  - The ESFA introduced a new distribution methodology for allocating bursary funding in 2020-21
  - The new methodology is being phased in over four years to allow schools to adjust.
  - Funding year 2021-22 is year 2 of the transition

## Assumptions – Staffing Costs

- **Teachers and Support Staff**
  - The public sector pay restraint announced in November 2020 has assumed that there will be no increases to teaching and support staff pay in 2021-22
  - The pay restraint relates only cost of living awards. Incremental rises have been factored into the budget for 2021-22 and future years
  - In his letter to the STRB, the Secretary of State delivered a restricted remit but did refer to the Government’s commitment to the autonomy of all head teachers and governing bodies to develop pay arrangements that are suited to the individual circumstances of their schools and to determine teachers’ pay within the statutory minima and maxima. The letter also made it clear that recommendations should reflect the Government’s policy on exercising restraint on public sector pay awards. At the time of writing the STRB recommendations for 2021/22 are unknown
  - The pay restraint does allow for a targeted pay award of £250 per year where basic earning are less that £24,000. We don’t have staff in either schools affected by this change. At the time of writing how this award will be implemented and the start date for different types of contract is unknown
  - All the recommendations that follow are presumed to be unfunded

### Teachers

- The pay restraint means that progress towards the £30k starting salary for teachers is paused for 2021, but we understand that government are still committed to the policy and will revisit it in 2022/23 once the economic outlook is clearer. Whilst there is speculation about the length of the delay, we only know that it will be paused for one year
- Budget year 2021/22 . Teachers’ pay award implemented in September 2021
  - Teaching staff paid on the unqualified scale and full-time basic earning are less that £24,000 (points 1, 2, 3). Flat rate increase of £250 for full time and pro rata for part time.
  - All other teachers earning above the £24,000 FTE 0%
- Budget years 2022/23 and 2023/24. Teachers’ pay award implemented in September 2022 and 2023
  - All teaching staff +3% award. Based on an assumption that progress towards the starting salary for teachers will not be delayed for more than one year. In their evidence to the STRB in January 2020, the DfE proposed a three step process to achieve the targeted starting salary of £30K. The three-step approach required an average increase of 3% per year across all teachers and leaders. The budget years 2022/23 and 2023/24 would be steps two and three.
  - We have assumed a 2% increase to teacher staff costs for Years 2-5

### Support Staff

- In May 2021, the [National Employers](#) made an offer to the NJC unions. At the time of writing, we are not able to say what the final outcome of the negotiation will be.

- We do not have any insight into likely pay awards for 2021/22 onwards, so we have assumed a 2% unfunded award for years two, three, four and five
- Budget year 2021/22
  - Staff whose full-time basic earning are less than £24,000 flat rate increase of £250 for full-time and pro rata for part-time
  - All other support staff earning above the £24,000 FTE 0%
- Budget years 2022/23 and 2023/24
  - Based on the assumption that the pay constraint is only for one year. This is all we know.
  - We have assumed a 2% increase to support staff costs for Years 2-5
  - Support staff normally receive increases in April each year, but SBA incorporate changes in September
- LGPS
  - Employer contributions to the LGPS for support staff: each LGPS administering body undertakes a triennial revaluation exercise
  - The outcome of the most recent valuation has set the employer contributions for the period April 2020 to March 2023

## Assumptions – Non-Pay Expenditure

- Economic forecasting in the midst of a pandemic is more speculative than ever
- We have assumed a 1.5% increase on the majority of our non pay expenditure over the next 5 years
- We are currently negotiating contract renewals for the larger contracts across the Trust and cost savings should be achieved for:
  - Catering
  - Cleaning
  - ICT (this contract will increase due to the need of the schools)
  - Photocopiers
  - Energy Costs

## Key Performance Indicators

- When setting the annual budget, these were main KPI's that we were looking at:
  - Staff pay as a percentage of total expenditure
  - Average teacher cost
  - Pupil to teacher ratios
  - Class sizes
  - Teacher contact ratio
  - Proportion of the budget spent on the leadership team
  - Staffing Plans
  - Using ICFP for our budget planning
  - Most of this information is available within our budgeting tool, HCSS
  - Benchmarking data will be available later in the year from our external auditors and DfE
- Top 10 Planning Checks for Governors
  - There is some more detailed guidance from the DfE about these KPI's by following this link:
  - <https://www.gov.uk/guidance/school-resource-management-top-10-planning-checks-for-governors>

## KPIs – UAE and UTC

Key Performance Indicators	UAE					UTC				
	2021 - 22	2022 - 23	2023 - 24	2024 - 25	2025 - 26	2021 - 22	2022 - 23	2023 - 24	2024 - 25	2025 - 26
Total Staff Costs (£)	4,595,506	4,608,621	4,772,242	4,896,106	4,845,020	1,932,828	2,037,237	2,100,971	2,153,120	2,160,726
Total Staff Costs to EFA Revenue Income(%)	70%	68%	69%	68%	65%	83%	80%	71%	65%	64%
Total Staff Costs to Total Income (%)	68%	66%	67%	66%	63%	81%	79%	70%	64%	63%
Total Staff Costs as Proportion of Total Expense (%)	68%	69%	69%	70%	69%	80%	81%	81%	81%	81%
FTE Teaching Staff	57.1	54.1	54.1	54.1	53.1	21.4	21.4	21.4	21.4	21.4
FTE Support Staff	31.6	31.6	31.6	31.6	31.6	11	11.8	11.8	11.8	11
Total FTE	88.7	85.7	85.7	85.7	84.7	32.4	33.2	33.2	33.2	32.4
Total Pupil Numbers by Lagged Pupil Numbers	740	757	762	776	793	284	310	375	410	410
Pupil Teacher Ratio as per Lagged Pupil Numbers	12.96	13.99	14.09	14.34	14.93	13.27	14.49	17.52	19.16	19.16
Average Teacher Cost (£)	60,151	63,458	65,795	67,498	67,208	70,978	73,659	75,791	77,375	78,992
Proportion of budget spent on the Leadership team (%)	11%	11%	11%	11%	9%	14%	14%	12%	11%	11%
Spend per pupil for non-pay expenditure lines (£)	2928.09	2794.08	2790.12	2754.2	2710.04	1700.56	1589.5	1336.5	1243.24	1264

## 21-22 Consolidated Draft Budget

South Bank Academies - Draft 21-22 Budget					
Income		UAE	UTC	Trust	Consolidated
Detail		2021-22			
IL 101	20% Rates Relief	85,610	0	0	85,610
IL 102	GAG (excluding 16-19 Allocation and Student Service Grant)	5,501,155	610,190	0	6,111,345
IL 103	Student Services Grant (Academy Post 16 Bursary Funding)	7,563	24,077	0	31,640
IL 105	Start Up Grants	0	20,500	0	20,500
IL 108	Pupil Premium	340,935	50,000	0	390,935
IL 116	(2016) 16-19 Allocation	638,166	1,462,128	0	2,100,294
IL 132	Pupil Number Adjustment	0	167,000	0	167,000
IL 134	(2016) Other non-GAG grants	6,000	6,000	0	12,000
IL 200	Local authority: Revenue income	116,000	47,000	0	163,000
IL 204	(2016) Voluntary Income Other	105,000	10,000	0	115,000
IL 205	Other Government Grant revenue income	0	0	0	0
IL 209	(2016) Other Income	0	0	676,001	676,001
<b>Income Revenue Total</b>		<b>6,800,429</b>	<b>2,396,895</b>	<b>676,001</b>	<b>9,873,325</b>
Expenditure		UAE	UTC	Trust	Consolidated
Detail		2021-22			
EL 300	Teaching staff	3,434,645	1,518,928	160,203	5,113,776
EL 301	Supply/Agency Teaching staff	60,000	0	0	60,000
EL 302	Educational support	637,638	189,959	0	827,597
EL 303a	Premises Staff	84,323	37,376	0	121,699
EL 303b	Administrative Staff	345,448	186,565	369,044	901,056
EL 303c	Catering Staff	0	0	0	0
EL 303d	Extended School	0	0	0	0
EL 303e	Other Staff	33,453	0	0	33,453
EL 304	Indirect employee expenses	38,540	33,745	5,080	77,365
EL 305	Staff development	40,000	6,000	13,000	59,000
EL 311	Social Security Costs	0	0	0	0
EL 320	Transfer of revenue deficit from LA	0	0	0	0
EL 330	Premises - Rent	0	0	0	0
EL 331	Premises - Rates	65,000	0	0	65,000
EL 332	Premises - Maintenance and services	141,558	42,000	0	183,558
EL 333	Other Premises	226,533	53,500	0	280,033
EL 334	Operating leases	0	0	0	0
EL 340	Insurance	0	0	0	0
EL 341	Risk Protection Arrangement (RPA)	12,853	3,965	0	16,818
EL 345	Supplies and Services - Educational IT	189,560	34,627	0	224,187
EL 346	Supplies and Services - Educational Other (exclude IT)	572,177	121,270	0	693,446
EL 347	Supplies and Services - Non Educational	237,165	18,500	78,300	333,965
EL 360	Other Support costs (recoverable)	493,399	169,352	0	662,751
EL 361	Bank interest and charges	0	0	0	0
EL 362	PFI charge	0	0	0	0
EL 370	Interest on loans	0	0	0	0
EL 375	Governance costs - Auditors remuneration	0	0	25,000	25,000
EL 376	Governance costs - Legal & Professional	0	0	0	0
EL 377	Governance costs - Other	150,000	0	0	150,000
EL 420	(2016) Transfers to capital fund	0	0	0	0
<b>Expenditure Revenue Total</b>		<b>6,762,291</b>	<b>2,415,787</b>	<b>650,626</b>	<b>9,828,704</b>
<b>In Year Surplus / (Deficit) inc depreciation</b>		<b>38,138</b>	<b>-18,892</b>	<b>25,375</b>	<b>44,621</b>
Depreciation (non-cash)		150,000	0	0	150,000
<b>In Year Surplus / (Deficit) exc depreciation</b>		<b>188,138</b>	<b>-18,892</b>	<b>25,375</b>	<b>194,621</b>
Surplus / (Deficit) Brought Fwd		0	0	0	0
<b>Cumulative Surplus / (Deficit) C/Fwd exc depreciation</b>		<b>188,138</b>	<b>-18,892</b>	<b>25,375</b>	<b>194,621</b>
Surplus as a % total income		1%	-1%	4%	0%
Surplus at 1.5% of total income		102,006	35,953	10,140	148,100
DECLARATIONS					
This budget was/will be* considered by the Governing Body at their meeting on:					
Delete as Appropriate					
Head Teacher: _____					
Chair of Governors: _____					
Scenario: Final Version					

# Comparison of 20-21 and 21-22 Budgets

South Bank Academies - Draft 20-21 Budget													
Income													
	2020-21				2021-22				Variances				
	UAE	UTC	Trust	Consolidated	UAE	UTC	Trust	Consolidated	UAE	UTC	Trust	Consolidated	
<b>Detail</b>													
L 101 20% Rates Relief	65,000	0	0	65,000	85,610	0	0	85,610	20,610	0	0	20,610	Rates not paid at UTC - rates are fully recoverable from ESFA
L 102 GAG (excluding 16-19 Allocation and Student Service Grant)	5,500,685	620,947	0	6,121,537	5,501,126	610,180	0	6,111,346	466	(10,657)	0	(10,191)	Driven by student numbers
L 103 Student Services Grant (Academy Post 16 Bursary Funding)	6,303	19,928	0	26,231	7,563	24,077	0	31,640	1,260	4,149	0	5,409	Driven by student numbers
L 105 Start Up Grants	0	19,900	0	19,900	0	20,500	0	20,500	0	1,500	0	1,500	Driven by student numbers
L 108 Pupil Premium	340,935	28,800	0	369,735	340,935	50,000	0	390,935	0	23,200	0	23,200	Driven by student numbers
L 116 (2016) 16-19 Allocation	442,188	1,168,291	0	1,600,479	638,186	1,462,128	0	2,100,294	195,978	295,837	0	491,815	Driven by student numbers
L 132 Pupil Number Adjustment	0	350,000	0	350,000	0	167,000	0	167,000	0	(183,000)	0	(183,000)	Pupil Number Adjustment for UTC only
L 134 (2016) Other non-GAG grants	126,326	60,035	0	186,361	6,000	6,000	0	12,000	(120,326)	(54,635)	0	(174,961)	Due to removal of Teachers Pension & Pay Grants
L 200 Local authority Revenue income	140,000	47,000	0	187,000	116,000	47,000	0	163,000	(24,000)	0	0	(24,000)	Reduction in number of SEND pupils at UAE, UTC SEND funding left flat
L 204 (2016) Voluntary Income Other	122,000	26,250	0	148,250	105,000	10,000	0	115,000	(17,000)	(16,250)	0	(33,250)	Revised catering income projections
L 205 Other Government Grant revenue income	0	100,000	0	100,000	0	0	0	0	0	(100,000)	0	(100,000)	Removal of transition funding
L 209 (2016) Other Income	0	0	650,019	650,019	0	0	676,000	676,000	0	0	0	676,000	Increase to top slice
<b>Income Revenues Total</b>	<b>6,743,441</b>	<b>2,436,751</b>	<b>650,019</b>	<b>9,830,211</b>	<b>6,800,428</b>	<b>2,396,898</b>	<b>676,000</b>	<b>9,873,325</b>	<b>56,987</b>	<b>(39,855)</b>	<b>25,982</b>	<b>43,114</b>	
Expenditure													
	2020-21				2021-22				2020-21				
	UAE	UTC	Trust	Consolidated	UAE	UTC	Trust	Consolidated	UAE	UTC	Trust	Consolidated	
<b>Detail</b>													
EL 300 Teaching staff	3,343,678	1,493,105	164,861	5,001,645	3,434,645	1,518,928	160,203	5,113,776	90,967	25,823	(4,669)	112,131	Only incremental increases implemented to pay
EL 301 Supply/Agency Teaching staff	104,000	30,000	0	134,000	60,000	0	0	60,000	(44,000)	(30,000)	0	(74,000)	Reduction in agency staff budget despite COVID-19 impact
EL 302 Educational support	616,615	123,331	0	739,946	637,638	189,959	0	827,597	21,023	66,628	0	87,651	Only incremental increases implemented to pay
EL 303a Premises Staff	80,194	35,914	0	116,108	84,323	37,376	0	121,699	4,129	1,462	0	5,591	Only incremental increases implemented to pay
EL 303b Administrative Staff	321,478	179,908	349,639	851,025	345,448	186,565	369,044	901,056	23,969	6,657	19,405	50,031	Only incremental increases implemented to pay
EL 303a Other Staff	31,870	0	0	31,870	33,453	0	0	33,453	1,583	0	0	1,583	Only incremental increases implemented to pay
EL 304 Indirect employee expenses	44,705	18,395	20,599	83,700	38,540	33,745	5,080	77,365	(6,166)	(15,350)	(15,519)	(36,335)	Increase due to apprenticeship levy costs
EL 305 Staff development	40,000	6,000	0	46,000	40,000	6,000	13,000	59,000	0	0	13,000	13,000	Training budget not fully utilised in 20-21 so left flat; increase to MAT training budget
EL 331 Premises - Rates	85,000	0	0	85,000	65,000	0	0	65,000	0	0	0	0	Costs matched to income - as fully recovered
EL 332 Premises - Maintenance and services	178,500	42,000	0	220,500	141,558	42,000	0	183,558	(36,942)	(30)	0	(36,972)	Reduction in building maintenance cost for UTC (liased with Trinity)
EL 333 Other Premises	219,700	44,025	0	263,725	226,533	53,500	0	280,033	7,833	9,475	0	17,308	Increase to premises costs for UAE
EL 340 Insurance	0	0	0	0	0	0	0	0	0	0	0	0	
EL 341 Risk Protection Arrangement (RPA)	12,663	3,908	0	16,569	12,953	3,868	0	16,819	190	69	0	259	Slight increase to RPA costs for 2021-22
EL 345 Supplies and Services - Educational IT	188,000	34,160	0	222,160	189,661	33,627	0	223,287	1,569	467	0	2,037	Small increase to UAE budget for additional IT equipment
EL 346 Supplies and Services - Educational Other (exclude IT)	526,566	114,291	0	640,857	572,177	121,270	0	693,446	45,610	6,979	0	52,589	Increase to match SLA review and meetings with Principals about costs for 21-22
EL 347 Supplies and Services - Non Educational	240,702	97,770	65,900	404,373	237,165	18,500	78,300	333,965	(3,537)	(79,270)	12,400	(70,407)	Reduced to match SLA review and meetings with Principals about costs for 21-22
EL 390 Other Support Costs (Responsibilities)	475,934	174,085	0	650,019	493,398	169,362	0	662,760	17,465	(4,733)	0	12,732	Increase to top slice
EL 375 Governance costs - Auditors remuneration	0	0	25,000	25,000	0	0	25,000	25,000	0	0	0	25,000	
EL 376 Governance costs - Legal & Professional	0	0	0	0	0	0	0	0	0	0	0	0	
EL 377 Depreciation Costs	180,000	0	0	180,000	150,000	0	0	150,000	(30,000)	0	0	(30,000)	Depreciation (new line analysis needed in budget)
EL 420 (2016) Transfers to capital fund	0	0	0	0	0	0	0	0	0	0	0	0	
<b>Expenditure Revenues Total</b>	<b>6,668,699</b>	<b>2,396,909</b>	<b>625,989</b>	<b>9,691,527</b>	<b>6,762,291</b>	<b>2,415,787</b>	<b>650,629</b>	<b>9,828,704</b>	<b>93,683</b>	<b>18,887</b>	<b>24,622</b>	<b>137,177</b>	
<b>In Year Surplus / (Deficit)</b>	<b>74,833</b>	<b>39,831</b>	<b>24,020</b>	<b>138,684</b>	<b>38,138</b>	<b>-18,892</b>	<b>25,375</b>	<b>44,621</b>					
Add back depreciation (non-cash)	180,000	0	0	180,000	150,000	0	0	150,000					
<b>In Year Surplus / (Deficit) exc depreciation</b>	<b>254,833</b>	<b>39,831</b>	<b>24,020</b>	<b>318,684</b>	<b>188,138</b>	<b>-18,892</b>	<b>25,375</b>	<b>194,621</b>					
<b>Surplus / (Deficit) Brought Fwd</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>					
<b>Cumulative Surplus / (Deficit) Cr/Fwd exc depreciation</b>	<b>254,833</b>	<b>39,831</b>	<b>24,020</b>	<b>318,684</b>	<b>188,138</b>	<b>-18,892</b>	<b>25,375</b>	<b>194,621</b>					
<b>Surplus as a % total income</b>	<b>1%</b>	<b>2%</b>	<b>4%</b>	<b>1%</b>	<b>1%</b>	<b>-1%</b>	<b>4%</b>	<b>0%</b>					
<b>Surplus at 1.5% of total income</b>	<b>101,152</b>	<b>36,551</b>	<b>9,750</b>	<b>147,453</b>	<b>102,006</b>	<b>35,953</b>	<b>10,140</b>	<b>148,100</b>					

# South Bank Academies

## 5 Year Forecast

### South Bank Academies - 5 Year Forecast

I/E Group	2021-22				2022-23				2023-24				2024-25				2025-26			
<b>Revenue</b>																				
<b>Income</b>	<b>UAE</b>	<b>UTC</b>	<b>Trust</b>	<b>Consolidated</b>	<b>UAE</b>	<b>UTC</b>	<b>Trust</b>	<b>Consolidated</b>	<b>UAE</b>	<b>UTC</b>	<b>Trust</b>	<b>Consolidated</b>	<b>UAE</b>	<b>UTC</b>	<b>Trust</b>	<b>Consolidated</b>	<b>UAE</b>	<b>UTC</b>	<b>Trust</b>	<b>Consolidated</b>
Total DfE revenue Income	6,579,429	2,339,895	0	8,919,324	6,771,250	2,542,895	0	9,314,145	6,923,383	2,953,141	0	9,876,524	7,176,264	3,297,277	0	10,473,541	7,463,562	3,359,516	0	10,823,078
Local Authority	116,000	47,000	0	163,000	116,000	47,000	0	163,000	116,000	47,000	0	163,000	116,000	47,000	0	163,000	116,000	47,000	0	163,000
Voluntary Income	105,000	10,000	0	115,000	105,000	0	0	105,000	105,000	0	0	105,000	105,000	0	0	105,000	105,000	0	0	105,000
Other Govn Grant rev inc	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Income	0	0	676,001	676,001	0	0	689,521	689,521	0	0	703,311	703,311	0	0	717,378	717,378	0	0	731,725	731,725
Transfer in Revenue from Capital	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total Income:</b>	<b>6,800,429</b>	<b>2,396,895</b>	<b>676,001</b>	<b>9,873,325</b>	<b>6,992,250</b>	<b>2,589,895</b>	<b>689,521</b>	<b>10,271,666</b>	<b>7,144,383</b>	<b>3,000,141</b>	<b>703,311</b>	<b>10,847,835</b>	<b>7,397,264</b>	<b>3,344,277</b>	<b>717,378</b>	<b>11,458,919</b>	<b>7,684,562</b>	<b>3,406,516</b>	<b>731,725</b>	<b>11,822,803</b>
<b>Expenditure</b>																				
Staff Costs	4,674,047	1,972,573	547,326	7,193,946	4,688,339	2,077,932	563,816	7,330,087	4,853,155	2,142,463	583,319	7,578,937	4,978,233	2,195,376	596,824	7,770,433	4,928,379	2,203,583	605,510	7,737,472
Risk Protection Arrangement (RPA)	12,853	3,965	0	16,818	13,046	4,024	0	17,070	13,241	4,084	0	17,325	13,440	4,146	0	17,586	13,642	4,208	0	17,850
Other Non - Staff Costs	2,075,391	439,249	103,300	2,617,940	2,022,356	448,026	104,175	2,574,557	2,031,916	455,610	105,062	2,592,588	2,041,690	463,325	105,963	2,610,978	2,052,063	471,174	106,877	2,630,114
Transfer to capital fund	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total Expenditure:</b>	<b>6,762,291</b>	<b>2,415,787</b>	<b>650,626</b>	<b>9,828,704</b>	<b>6,723,741</b>	<b>2,529,982</b>	<b>667,991</b>	<b>9,921,714</b>	<b>6,898,312</b>	<b>2,602,157</b>	<b>688,381</b>	<b>10,188,850</b>	<b>7,033,363</b>	<b>2,662,847</b>	<b>702,787</b>	<b>10,398,997</b>	<b>6,994,084</b>	<b>2,678,965</b>	<b>712,387</b>	<b>10,385,436</b>
<b>In Year Surp/(Def):</b>	<b>38,138</b>	<b>-18,892</b>	<b>25,375</b>	<b>44,621</b>	<b>268,509</b>	<b>59,913</b>	<b>21,530</b>	<b>349,952</b>	<b>246,071</b>	<b>397,984</b>	<b>14,930</b>	<b>658,985</b>	<b>363,901</b>	<b>681,430</b>	<b>14,591</b>	<b>1,059,922</b>	<b>690,478</b>	<b>727,551</b>	<b>19,338</b>	<b>1,437,367</b>
<b>Surp/(Def) B/Fwds:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>38,138</b>	<b>-18,892</b>	<b>25,375</b>	<b>44,621</b>	<b>306,647</b>	<b>41,021</b>	<b>46,905</b>	<b>394,573</b>	<b>552,718</b>	<b>439,005</b>	<b>61,835</b>	<b>1,053,558</b>	<b>916,619</b>	<b>1,120,435</b>	<b>76,426</b>	<b>2,113,480</b>
<b>Cumulative C/Fwds:</b>	<b>38,138</b>	<b>-18,892</b>	<b>25,375</b>	<b>44,621</b>	<b>306,647</b>	<b>41,021</b>	<b>46,905</b>	<b>394,573</b>	<b>552,718</b>	<b>439,005</b>	<b>61,835</b>	<b>1,053,558</b>	<b>916,619</b>	<b>1,120,435</b>	<b>76,426</b>	<b>2,113,480</b>	<b>1,607,097</b>	<b>1,847,986</b>	<b>95,764</b>	<b>3,550,847</b>

	CONFIDENTIAL
Paper title:	Safeguarding annual report
Board/Committee:	South Bank Academies trust board
Date of meeting:	08 July 2021
Author(s):	Dan Cundy
Sponsor(s):	Fiona Morey, CEO
Purpose:	For information
Recommendation:	For information



## Safeguarding annual report

Dan Cundy, Executive Principal

June 2021

### **Policy**

The school safeguarding policies were rewritten into a single trust safeguarding policy with an appendix for each school. This format drives consistency and aligns with accountability for safeguarding, which sits at board level. Further updates will be required as the new Keeping Children Safe in Education (KCSIE) is published, and in response to guidance for example from Ofsted.

### **Training**

Major staff training takes place at the start of each academic year and includes KCSIE and Prevent. New staff starters are given safeguarding training as part of the onboarding process at both schools. Updates to training are given through the CPD programme at both schools, for example recently in the wake of Everyone's Invited on sexual harassment and sexual inequalities in school. Multiple staff at both schools have full DSL level 3 training, including both Designated Safeguarding Leads and their deputies.

### **Reviews**

In line with the safeguarding policy, reviews have taken place. This term the executive principal has conducted reviews with the DSLs at both schools using the NSPCC safeguarding self-review template. This thorough review produces a tailored action plan with links to resources and guidance and has been issued to both DSLs.

**5. Do you make sure all visitors to the school know how to report concerns about a child's welfare?**

Yes

You should ensure everybody visiting school knows who your nominated child protection lead is and how to contact them or their deputy if they are worried about a child.

> [See more information about school visitors and safeguarding](#)

**Comments**

NPA issues visitors with pass, safeguarding leaflet. Visitors often coordinated within Day 10 programme with programme leader reporting concerns.

**6. Do all your children and young people feel comfortable about raising concerns with an adult? Are they confident that they will be listened to, taken seriously and responded to appropriately?**

Yes

Make sure all children and young people are regularly given appropriate opportunities to speak to an adult if they are worried about anything, and are reminded that all adults in school are there to listen to them. Use a range of different approaches and mediums to do this.

You should put measures in place to support children and young people with communication difficulties and

Further dialogue between the DSLs and executive principal is ongoing in relation to actions as highlighted by the self-review. This will include further scrutiny of the single central register (SCR) before the end of term. Initial feedback from the DSLs on the self-review includes priorities for September. For UAE this includes work to establish more 'safe zones' in the local area for students to report safeguarding concerns off site and out of hours, and to join up provision with other local schools.

Link SAB governors are engaged in line with the safeguarding policy to conduct regular visits to ask a series of monitoring questions. This has taken place at UAE this term through Chris Mallaband and has provided useful triangulation and feedback.

External reviews at both schools comprised a scrutiny of safeguarding policy and practice. Both reviews were complimentary.

UTC external review, led by Sarah Pashley (Ofsted inspector and Principal), May 2021

*"Safeguarding policy and practice appear to be a strength.*

*The DSL and DDSL are both appropriately trained to SG Level 3 and the DSL also has the Safer Recruitment qualification.*

*The DSL is a member of the Senior Leadership Team and has a strategic role and over sees the work of the DDSL who is non-teacher and has an appropriate amount of time to carry out her role.*



*Records and referrals are managed in CPOMs.*

*Staff training is built into September staff INSET days and is also part of the induction programme for all new staff. SG policy is revisited every 4 weeks with all staff.*

*There is a Safeguarding Governor in place and the DSL provides termly reports to the Local Governing Board.*

*I scrutinised a Safeguarding case and records and the UTC's response were 'text book'.*

*The DSL identified gang culture, Knife crime, county lines and mental health (particularly since the pandemic) as the key SG concerns for the UTC. The SG education programme for Key Stage 4 addresses these areas, however needs developing for the Sixth form.*

*I had a brief look at the SCR which seemed extremely well-organised and compliant, however I didn't look at it in great detail. Neither did I look at personnel files."*

UAE review, led by Philippa Ollerhead (Leadership consultant and school improvement advisor), June 2021

*"Leaders have created an academy where safeguarding and pastoral care are of the highest priority. Students are safe, secure, and happy. They know that they can rely on the staff for help at any time of the day.*

*Produce case studies to illustrate the outstanding work in pastoral care, safeguarding, with a particular focus on how the academy is improving ambition in the student body*

*Verbal feedback: Safeguarding is outstanding, PSHE, behaviour and pastoral should be pushing outstanding."*

## **Sexual harassment – Everyone's Invited**

In the wake of Sarah Everard's death, there has been considerable attention paid to structural sexual inequality, sexual harassment and 'rape culture' in schools. A website, Everyone's Invited, has garnered national attention in surfacing reports of sexual harassment. Neither of our schools has been named, but steps have been taken to make sure we have a healthy, positive, respectful culture. Ofsted will pay focus to schools' culture in relation to sexual harassment as well as policies and systems in inspections from September.

At the UTC for example, a number of initiatives are in place:

- Student reports via a wide range of channels to remove barriers to reporting
- Action is taken on the day of reporting or disclosing incidents
- Reported via either; Teams Chat message to any member of staff (staff have been trained), Safeguarding email, face-to-face
- Staff member reports that to the Safeguarding Team via CPOMS
- DSL or DDSL would call an immediate Safeguarding meeting amongst the team to decide on action to be taken
- Review and analysis of incidents
- Links to pastoral and PSHE curriculum as well as assembly programme

## **DSL updates**

Termly updates for both schools are outlined below:

# Safeguarding report to the trust board

## South Bank UTC

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- > Date of report: 15<sup>th</sup> June
- > Name of designated safeguarding lead: Rob Harding
- > Name of nominated SAB governor for safeguarding: Beau Fadahunsi
- > Date the single central record was last checked by a senior member of staff: 10<sup>th</sup> March.
- > Note all data presented is year to date.

### Training and safeguarding updates

Role
DSL (Designated Safeguarding Lead), DDSLs and Safeguarding officers all have Level 3 qualifications or above. All staff had Part One full training in August and have had various updates through the year on emerging issues.

### Vulnerable students

	Number of pupils	Trend over time*
Children with an education, health, and care (EHC) plan	7	0
Looked after children.	4	0
Children with a social worker, identified Early Help or Emergency Protection Order or identified as 'in need.'	42	+1
<b>Commentary on vulnerable students including trend over time and any benchmarking information available.</b>	<ul style="list-style-type: none"> <li>• 'Early Help' includes CAMHS, Family support worker, police involvement and/or any relevant external agency. 42 students.</li> <li>• 8 CiN 4 CP 1 Young Carer</li> </ul>	

\*Trend over time is comparison with data from last year. Enter the number of pupils at the same point in the previous year and enter commentary below to explain and give context.

## Referrals and incidents

	Number	Trend over time
Allegations made against staff.	0	-4
Child protection referrals	7	-6
Reported bullying incidents.	17	1
Reported online safety incidents.	14	-2
Reported racist incidents.	0	-2
Number of extremist concerns	0	-3
Number of female genital mutilation concerns	0	-2
Number of forced marriage concerns	0	-1
Number of mental health concerns	46	-10
Number of accidents reported to RIDDOR.	0	0
<b>Commentary on referrals and incidents including trend over time and any benchmarking information available.</b>	<ul style="list-style-type: none"> <li>• <b>New advanced use of Senso has given the school another safeguard measure for online concerns. The Safeguarding team receive instead messages when 'critical violations' (key words) are typed or used by staff and students using our PCs or devices offsite.</b></li> <li>• <b>Drop in the number of incidents is more likely to associated with the reduction of student numbers this term (Y11, 13 and some Y12 leaving)</b></li> </ul>	

### Strengths in safeguarding arrangements

- High ratio of staff members within the Safeguarding Team
- Use of CPOMS by all staff –frequent, appropriate and simple to use.
- Support and care given to families beyond our remit.
- Use of Senso for online activity gives scrutiny and flags safeguarding issues
- Logging of bullying incidents now on Track It which logs onto the Safeguarding programme/database CPOMS
- Weekly informative meetings with staff and wider safeguarding and pastoral team

- Attendance of all external meetings by safeguarding team – good network with wider agencies

Areas to develop.	Actions to achieve this.
a. Student awareness of national safeguarding issues (Radicalisation, Fundamental British Values, and Domestic Abuse etc.)	b. Review and amendment of the PSHE / Assembly themes for all year groups c. Posters created around the school d. Introduction of '10 minute takeover' (where once a half term lessons are interrupted for 10 minutes in a video Teams format on all screens to highlight certain important safeguarding concerns, current issues for them to be aware of)

UAE South Bank

# Safeguarding report to the trust board

## UAE South Bank

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- Date of report: 25th June 2021
- Name of designated safeguarding lead: Jason Badu
- Name of nominated SAB governor for safeguarding: Chris Mallaband
- Date the single central record was last checked by a senior member of staff: 23/06/2021
- Note all data presented is year to date.

### Training and safeguarding updates

Role
DDSL - Advanced NSPCC Safeguarding Training

### Vulnerable students

	Number of pupils	Trend over time*
Children with an education, health and care (EHC) plan	13	
Looked after children	2	
Children with a social worker, identified Early Help or Emergency Protection Order or identified as 'in need'	22	
<b>Commentary on vulnerable students including trend over time and any benchmarking information available.</b>	<ul style="list-style-type: none"> <li>• 10 Early help, 7 CIN, 5 CPs (3 out of our 5 CPs students are siblings).</li> <li>• We have 29 students on Level 1 - These are students who are either no longer CIN or students who didn't meet the threshold for early help. We support these students in school and provide them with internal interventions.</li> <li>• The majority of CIN are KS4 students</li> </ul>	

\*Trend over time is comparison with data from last year. Enter the number of pupils at the same point in the previous year and enter commentary below to explain and give context.

## Referrals and incidents

	Number	Trend over time
Allegations made against staff	1	
Child protection referrals	4	
Reported bullying incidents	49	
Reported online safety incidents	N/A	N/A
Reported racist incidents	0	
Number of extremist concerns	0	
Number of female genital mutilation concerns	0	
Number of forced marriage concerns	0	
Number of mental health concerns	11	

Number of accidents reported to RIDDOR	0	0
<b>Commentary on referrals and incidents including trend over time and any benchmarking information available.</b>	<p>This module we have had 2 major sexual abuse safeguarding incidences. Both cases are currently under investigation by the police, the students are receiving in school support.</p> <p>Mental health concerns continue to rise. We have a mental health specialist working alongside the HOYs to establish relationships with vulnerable students to support them better. We have 3 counsellors seeing a caseload of students to address mental health concerns and bereavement.</p> <p>Verbal bullying is the highest bullying category - individual students are working with internal and external members of staff to support both the perpetrator and victims.</p>	

Strengths in safeguarding arrangements
<ul style="list-style-type: none"> <li>● Good processes</li> <li>● Safeguarding cases checked regularly and dealt with</li> <li>● Supervision has started for key members of the safeguarding team</li> <li>● Safe zones around the local area for students who are at risk when travelling to and from school</li> <li>● Our students are aware of the safeguarding team, this is shown throughout the school in posters and during announcements in assembly</li> <li>● The reporting and recording of safeguarding issues by staff</li> <li>● Themed assemblies focusing on topics such as consent, teenage pregnancy, mental health etc.</li> <li>● Students feel safe speaking to members of staff about their safeguarding concerns</li> </ul>

Areas to develop	Actions to achieve this
<ul style="list-style-type: none"> <li>● Education psychologist support</li> <li>● Ensure SCR is checked regularly</li> <li>● Work with SLT to update policies</li> <li>● Whole staff training for particular safeguarding priorities</li> <li>● Expand our safeguarding team.</li> <li>● Whole school assemblies to focus on safeguarding for students</li> </ul>	<ul style="list-style-type: none"> <li>● Liaise with SENDCO to book an EP</li> <li>● Book advanced meetings with Fariha</li> <li>● Add this as part of our rebranding agenda</li> <li>● Whole staff meetings booked.</li> <li>● Work with other staff such as SEN to expand the team.</li> <li>● Liaise with AVP responsible for assemblies to get assemblies booked in.</li> </ul>

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| <ul style="list-style-type: none"><li>● Refine how CPOMS categories work so duplication of incidents are not taking place.</li><li>● Risk assessment for vulnerable students</li></ul> |  |
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	CONFIDENTIAL
Paper title:	Equalities impact statement
Board/Committee:	South Bank Academies trust board
Date of meeting:	08 July 2021
Author(s):	Jacqui Collins
Sponsor(s):	Fiona Morey, CEO
Purpose:	For information
Recommendation:	For discussion

## Executive summary

South Bank Academies introduced a new teachers' pay policy in September 2021, following lengthy stakeholder consultation and engagement. This attached statement analyses the financial effect of the assimilation to new pay scales on various groups, as well as the impact of the policy itself and the consideration of how other policies might be used effectively to support under-represented groups.

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<b>Name</b> Jacqui Collins, Trust HRM	<b>Email</b> <a href="mailto:Jacqui.collins@sbatrust.co.uk">Jacqui.collins@sbatrust.co.uk</a>
<b>EIA Type and title</b>	Teachers' Pay Policy
<b>Area of Group</b>	South Bank Academies
<b>Impacted Group(s)</b>	Teaching staff cohort
<b>Description</b> South Bank Academies introduced a new teachers' pay policy in September 2020, following lengthy stakeholder consultation and engagement. This report evidences the effect of the policy and assimilation to new pay scales and provides comparisons across various groups. It has not been possible to comment on all groups, although measures have been taken to include or improve data collection in these areas.	
<b>Impact Age</b> Average increase per cohort as follows:  20s - £1,165.10 per person  30s - £684.24 per person  40s - 1,298.70 per person  50s - £768.14 per person	<b>Commentary</b> <b>Data:</b> We can see that, for the groups with the largest average increase per person, two groups are more favourably affected. The larger increases for the majority of the staff in their twenties relates to teachers in the mathematics department who were able to negotiate higher entry salaries on appointment, and therefore sit further into the main pay scale than their colleagues in other curriculum departments. This is further exacerbated by a skewing between the old and new pay scales, meaning that those staff who appeared on a scale equivalent to between M4 and M5 and M5 and M6 must be assimilated to the next highest scale on the new scales - therefore a larger increase than those staff who appeared on scales M1-M3 who were able to be more closely matched with their previous scale point. For the group of staff in their forties, the higher average increase relates to their status as higher paid members of staff, either on the expert teacher scale or on the leadership scale. You would expect to see this with their length of tenure and service. The less favourably affected groups of staff consist of a mixture of staff across the full range of the pay cohort - UQ through to leadership scale. <b>Policy:</b> There is no requirement for newly qualified teachers to enter on the bottom rung of the main pay scale, therefore younger staff are not adversely affected by this policy. It is a fact that the longer serving members of staff, who are often older, have built a period of tenure and service which might enable them to apply for responsibility and leadership posts. However, both schools have middle leaders who appear in all age group cohorts. Whilst these staff receive a benchmarked responsibility allowance for the leadership element of their role in line with their colleagues in other curriculum departments, they would still receive a main pay scale salary for the teaching element of their role, and this is where it might differ for a younger teacher with less tenure (although not if you are a mathematics or science teacher!).
<b>Impact Disability</b> One member of staff. Increase of £567.	<b>Commentary</b> <b>Data:</b> When we compare this increase to the average for the entire cohort of affected staff (£996.70), there is a considerable difference. This member of staff also falls into the '20s' age group category, which demonstrates an even larger shortfall in relation to some of their colleagues. On further investigation, we can see that this is because the member of staff is a relatively newly qualified teacher who sits toward the bottom end of the pay scale, which means their original pay scale was able to be closely assimilated to a new scale (M4). <b>Policy:</b> our commitment, as stated in the policy, to minimising workload through the pay and appraisal process means that no staff would be detrimentally affected due to their disability. Furthermore, we commit to considering the wellbeing of our teaching

	staff when setting objectives and when making performance related pay arrangements and decisions.
<p><b>Impact Gender</b> Average increase per cohort as follows:</p> <p>Female - £831.21</p> <p>Male - £1,290.24</p>	<p><b>Commentary</b> <b>Data:</b> There is a sizeable difference between the two cohorts here. There were some big winners in the female cohort, predominantly science teachers who, similarly with the mathematics teaching cohort, can negotiate higher starting salaries and therefore benefitted from the payscale assimilation exercise. There are only two female senior leaders in this group (from ten across the group) which goes some way to explaining the difference. Additionally, there are four Heads of Department in this group, as opposed to six in the male group. However, conversely, there are more teachers on the 'Expert Teacher Scale' in the female group than the male group. As with the previously reported groups, the four old pay scales which sat between the new scales M4 and M6 have benefitted the male group more favourably than the female group. This can be explained by the larger cohort staff in their 40s in the male group than the female group. <b>Policy:</b> We have clearly identified that females are under-represented in senior leadership positions (no female senior leaders in one school) and this contributes to the disparity in the average increase during assimilation. This is something which should be considered for our recruitment and selection processes and policies.</p>
<p><b>Impact Gender Reassignment</b></p>	No data is collected for this category. Application forms and staff data collection arrangements have been updated to collect this information in the future.
<p><b>Impact Marriage/Civil Partnership</b> Average increase per cohort as follows: Married/civil partnership - £994.88 Not - £1,026.22</p>	<p><b>Commentary</b> <b>Data:</b> Whilst not a huge difference between cohorts, it is clear from looking at the data that the large cohort of staff in their twenties who remain unmarried or are not in civil partnerships (bar one member of staff!) has shaped this slightly higher average increase. <b>Policy:</b> I cannot clearly identify anything within our policy which should impact one of these groups more favourably than the other.</p>
<p><b>Impact Pregnancy/Maternity</b> There were three members of staff who were either pregnant or on maternity leave. Average increase per cohort as follows:  Pregnant/Mat - £705.87 Not - £1,013.17</p>	<p><b>Commentary</b> <b>Data:</b> Another sizeable difference in line with the disparity between the male and female cohorts detailed earlier. This cohort includes women who are main pay scale teachers. They hold no responsibility at senior or middle leadership level, are not on the 'expert teacher scale', and are mainly from the '30s' category of staff who appear lower down the main pay scale. The figures do include one mathematics teacher who brought up the average considerably higher than her counterparts would have alone. <b>Policy:</b> We can relate this to the data above regarding the female cohort of staff and potentially a reluctance from women who are about to have a baby or who already have children to enter middle leader or expert teacher roles at this stage in their career. We may wish to consider promoting flexible working for people at all levels of the organisation which may entice this cohort of staff into leadership roles and opportunities.</p>
<p><b>Impact Race/Ethnicity</b> Average increase per cohort as follows: Asian Other - £195 Black African - £1,241.35 Bangladeshi - £901.80 Black Caribbean - £594.33</p>	<p><b>Commentary</b> <b>Data:</b> The biggest beneficiaries of the assimilation process were the BAFR, IND and WOTH cohorts. In further breaking down the data, all of these groups include a large number of mathematics and science teachers. Additionally, the WOTH group includes the largest cohort of staff in their 20s. These groups feature very few middle or senior leaders, so this has no impact on the higher average salary. The cohorts who were adversely affected AOTH and MOTH relate to just two members of staff; a middle</p>

Equality Impact Assessment (EIA)

<p>Indian - £1,641 Mixed Other - £397 Pakistani - £567 White British - £699.81 White Other - £1,349.07</p>	<p>leader who was already on the equivalent of expert teacher scale and therefore was not eligible to move up (in line with the two year role for each point on ETS) and a relatively newly qualified teacher who was toward the bottom end of main pay scale and, therefore, the new payscale closely aligned with their old scale. <b>Policy:</b> There seems to be a fairly even spread across a number of the staffing ethnic groups, with plausible explanations for the main ‘winners’ and ‘losers’ in this scenario. However, we should continue to consider our recruitment and selection processes to include ‘blind’ shortlisting for all groups.</p>
<p><b>Impact Religion / Belief</b></p>	<p>There is insufficient data collected or declared to provide a response. Application forms and staff data collection arrangements have been updated to collect this information more thoroughly in the future.</p>
<p><b>Impact Sexual Orientation</b></p>	<p>There is insufficient data collected or declared to provide a response. Application forms and staff data collection arrangements have been updated to collect this information more thoroughly in the future.</p>
<p><b>Any other commentary</b></p>	
<p><b>Stakeholder Engagement</b> Teaching staff</p>	<p><b>Stakeholder(s) Engaged</b> 57</p>

Jacqui Collins  
Trust HR Manager, South Bank Academies  
01/07/2021

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	INTERNAL
Paper title:	SBA Governance Effectiveness Review 2021
Board/Committee:	South Bank Academies Board
Date of meeting:	8 July 2021
Author(s):	Ciara Carroll and Michael Broadway
Sponsor(s):	Hitesh Tailor
Purpose:	For Discussion
Recommendation:	To note that the Governance Team are planning to do a governance effectiveness review in autumn 2021 to report to Oct Board

## Introduction

In the academies sector, there has been a renewed focus on good governance to support the achievement of the government's priority to deliver improving outcomes for pupils. This is based on board characteristics including strong accountability, transparency and ethical behaviour, ultimately leading to a committed and continuously improving board.

A newly introduced requirement of the Academy Trust Handbook 2021 requires trusts to undertake an external board evaluation every 4 years. SBA's last governance review took place in 2017. The governance team will therefore be conducting a board governance effectiveness review next year (2021/22).

SBA has scheduled a governance internal audit with BDO in the 2022-23 academic review.

## Scope

Through the governance effectiveness review, a range of topics will be discussed, evaluated and determined in line with the Academy Trust Handbook, the Governance Handbook and the 7 principles of public life, as published by the Nolan Committee. The areas of note covered within the evaluation include:

- The new SBA strategy and the composition and diversity, skills and knowledge of the board necessary to support the implementation of the strategy
- Exploring and evaluating board succession and development plans to ensure SBA has thorough governance procedures
- The processes the Board adopts including those for identifying and reviewing communication channels within the trust

- The trust board and committee structure and whether it continues to be sufficient for the increasing demands placed on the Board by the DfE

### Approach

The review will take a range of approaches to gain a high level of understanding of the current effectiveness of the board as well as improvements that can be made for the future. These include:

- Desk top review of current governance systems
- Questionnaires for individual trustees, governors and executive members to provide a first source of information evaluating whether the SBA Board is meeting its obligations as set out in the Articles of Association, Academy Trust Handbook, funding agreements and any relevant company and charity legislation
- Input from the SBA executive on working with the Board and committees
- Consideration of new model Articles of Association and Funding Agreements for the Trust and its schools

### Outcomes

1. Draft report and initial recommendations to the October 2021 SBA Board meeting.

### Indicative Timeline

<b>Action</b>	<b>Deadline</b>
Initial notification to board	8 July 2021
Desk top review	July – September 2021
Questionnaires/interviews phase	September 2021
Progress report to board	12 October 2021
Final report to Board	16 December 2021





	CONFIDENTIAL
Paper title:	Risk register update
Board/Committee:	South Bank Academies trust board
Date of meeting:	08 July 2021
Author(s):	Dan Cundy
Sponsor(s):	Fiona Morey, CEO
Purpose:	For information
Recommendation:	For discussion

## Executive summary

Risk registers have been updated using the approved LSBU group methodology and scoring system, informed by the risk appetite statement set by the SBA board. The three risk registers (trust, UTC and UAE/SBUA) now align better with the accountabilities of the respective boards – SBA main board and school SABs.

Key risks have been identified and mitigating actions presented. There are no critical risks. The highest risk at trust level is cyberattack: a number of other MATs have been hit by ransomware recently and the impacts can be profound and costly. On the back of an LSBU audit, our network management company have implemented a list of actions including investment in hardware and software which have mitigated risk considerably. Indeed the UTC was hit by a recent cyber attack and no data was lost, with no systems compromised.

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## South Bank Academies Trust risk register: June 2021

South Bank Academies MAT  
Financial Risk

Risk No	Risk Description	Risk consequences	Impact	Prob	Overall Risk Rating	Existing Internal Controls and Evidence	Residual Risk Level	Person Responsible	Direction of Travel	Next Review Date
1	Poor budgeting	Lack of funding to carry out educational and business objectives; Inability to recruit experienced staff; deficits leading to FNI and potential re-brokering ; Risk to LSBU reputation as the Academies Trust sponsor; cashflow problems	3	1	3	Strong strategic plan of action; Annual budget setting using specialised software; Regular meetings of Board and Audit and Risk Committee with oversight of the Trust's finances; Regular internal and external audits to ensure compliance and best practice. Monthly management accounts prepared by the LSBU FA, Trust Finance Manager and Trust Business Manager; Regular Executive Team meetings where financial performance is discussed	3	Trust business manager, CEO, Principals	N/A	Sep-21
2	Weak financial management	Lack of funding to carry out educational and business objectives; risk to reputation; consequences of being non-compliant inc ESFA action, cashflow problems	3	1	3	Strategic planning and budgeting; Monthly management accounts; regular meetings with finance team and Principals	3	Trust business manager, CEO	N/A	Sep-21
3	Overspend on capital schemes	Unplanned reduction on reserves or income through capital overspend; Serious impact on cash flow management; Insufficient funds to carry out educational and operational objectives	3	1	3	Centralised management of the Capital Claims budget delegated by the ESFA; Capital Expenditure process in place, channelled through School Advisory Boards to the SBA Board; Oversight by the Trust Business Manager of the Capital Claims expenditure and the Capital Expenditure programs; Scheme of Delegation and Financial Regulations and Policy in place, detailing capex authorisations limits	3	Trust business manager, finance manager, CEO	N/A	Sep-21
4	Short term cash shortages	Inability to meet liabilities; Unable to pay school salaries or other costs in a timely and efficient manner; Inability to remain a going concern; ESFA risk	3	1	3	Suitable reserves in line with the requirements of the Academies Financial Handbook, Articles of Association and Agreement with the Secretary of State for Education; Regular updated cash flow management with spot cash flows ; Regular review of bank accounts, reserves and operating balances	3	Trust business manager, finance manager, CEO	N/A	Sep-21
5	Long term cash shortages – insufficient reserves	Lack of funding to carry out educational and business objectives; re-brokering of Schools in the Academies Trust through poor financial management and continual annual deficits: Risk to LSBU reputation as the Academies Trust sponsor	3	1	3	Trust currently has a strong cash flow surplus position; Suitable level of reserves in place; Regular monitoring of income and expenditure; Prudent planning and staffing, recruitment practices; Review of salary scales and teacher pay awards; Regular monitoring of Bank Account levels; Regular cash flow monitoring	3	Trust business manager, finance manager, CEO	N/A	Sep-21
6	Improper or irregular use of funds	Lack of funding to carry out educational and business objectives; risk to reputation; consequences of being non-compliant inc ESFA action; cashflow problems	3	1	3	SBA Financial Regulations and Procedures in place, regularly updated Scheme of Delegation in place; Internal Controls subject to regular scrutiny by auditors; Internal audits; Expenditure authorisation process clear; Experienced Senior Leaders with in-depth experience of the Academies Financial Handbook and principles of fund accounting AO and CEO familiar with AFH and updates	3	Trust Business Manager, CEO	N/A	Sep-21
7	Errors in accounts caused by inadequately skilled or inexperienced finance staff	Non production of a clean set of accounts; Inaccurate information on which to base business and educational decisions; Loss of oversight and prudent management of Trust finances; Instability in the nature of the Trust as a result of poor financial management	3	1	3	Experienced Finance Team with proven qualifications and experience in place; Access to advice and expertise from Sponsor; internal and external audit	3	Trust Business Manager, CEO, LSBU finance team	N/A	Sep-21
8	Loss caused by lack of security over assets including cash	Inability to carry on operating as a business or meet educational objectives; Increased cost of replacing assets; Potential Reduction in cash flow creating difficulties in meeting liabilities; Large capital replacement expenditure	3	1	3	Asset Register in place and updated to ensure full information is kept Asset Management Plan in place which is used to plan, control and review assets and whether they are fit for purpose; Strong security measure in place to ensure no loss of assets; Reporting to SBA Board and Audit and Risk Committee; Appropriate and effective security levels for processing and storing cash that is collected	3	Trust Business Manager, CEO, finance manager	N/A	Sep-21
9	Fraudulent payments to suppliers	Overpayments to suppliers; unrecoverable payments and ongoing disputes; Reduction in confidence of the Finance Team.	3	1	3	Annual review of effectiveness of internal controls; Expenditure authorisation procedures Systems under constant review; Internal and external auditors; Oversight by LSBU Financial controller Oversight by the Trust Business Manager	3	Trust Business Manager, CEO, finance manager	N/A	Sep-21
10	Fraudulent payments to staff	Loss of confidence of Sponsor in SBA management of finance; Loss of income; Risk of reporting Fraud to ESFA and losing freedom to manage own finances as guardians of public funds	3	1	3	SBA Scheme of Financial Regulations and Policy in place; Trained staff in Compliance and Fraud; Authorisation limits in place and reviewed regularly; Robust procedure in place for monthly payroll sign off and review; Staffing salaries and expenditure under constant review	3	Trust Business Manager, CEO, finance manager	N/A	Sep-21

11	Insufficient insurance cover	Irreparable damage or loss to Trust Assets; Hinderance in achieving educational and business objectives; Risk of prosecution for not insufficient insurance cover for legal requirements such as employers' liability; Loss of reputation as a good employer <b>Risk of litigation</b>	3	1	3	Member of the Governments RPA Insurance scheme especially designed to meet the needs of UK Schools.	3	Trust Business Manager	N/A	Sep-21
12	Failure to ensure that the income due to the school is collected in a timely and efficient manner and fully reconciled as per financial regulations	Loss of income; Inability to meet educational and business objectives; reduction in cash flow and reserves; bility to meet liabilities; Increasing debts; inability to meet liabilities or staff salaries	3	2	6	Month end reporting reviews income and ensure it is at the correct level Review and use of Remittance and Payment Schedule; Aged debtors are sent statement reminders while all income is cross referenced on the cash flow; Experienced TBM with Education Experience and knowledge of Schools Funding; regular income monitoring; LSBU Financial Accountant performs all Bank and control account reconciliations	3	Trust Business Manager, CEO, LSBU finance team	N/A	Sep-21
13	Failure to ensure that Goods and Services are purchased in line with Financial Regulations and that Suppliers are paid in a timely and efficient manner	Risk of fraud; Inability to manage cash flow sufficiently; Misreporting of monthly management accountnts	2	1	2	Close management at school level; parameters on finance software; Financial regulations awareness; Internal Controls operated by the Trust at School wide level; BACS Payment system used by the School; Effective Internal and External Audit; Use of Month End Checklists	2	Finance team, CEO	N/A	Sep-21
14	Failure to ensure that a comprehensive, up-to-date list of Suppliers to the School is maintained	Loss of oversight of accounts and procurement; Risk of fraudulent payment to supplier; Procurement difficulties arising from poor supplier account management Risk of overpayment of suppliers	2	1	2	Financial Regulations awareness; Internal Controls operated by the School Finance Team; Effective Internal and External Audit; Oversight by the Trust Business Manager; Oversight by the LSBU Financial Controller	1	Trust Business Manager, CEO, LSBU finance team	N/A	Sep-21
15	Changes to funding via Government Policy	Reduction in funding for student numbers; Risks to the Trust as a going concern as required by Companies House and SORP	3	1	3	Monitoring of Government policy; Long term forecasts monitored by audit committee; Financial expertise at Operational and Board level.	2	Trust business manager, CEO	N/A	Sep-21
16	Failure to meet internal/ external financial targets and deadlines	Late submission of budgets/accounts to ESFA, possible litigation, possible fines	2	1	2	Published annual cycle; TBM Networking and scheduling; ESFA communications	2	Chief Executive Financial Controller Trust Business Manager	N/A	Sep-21
17	Poor Financial performance by one or more of the schools - Covid-related cost increases	A deficit or liabilities in one or more schools will affect the Trust financial viability and could have significant risk for finance and cash flow leading to DfE letter.	3	2	6	Business case for exceptional support; Prudent financial planning 3-5 year forecast planning; Sufficient reserves; Planned budget surplus for each Academy ;	3	Trust business manager, CEO, Principals and Executive Principal	N/A	Sep-21
South Bank Academies MAT Strategic and Reputational Risk										
Risk No	Risk Description	Risk consequences	Impact	Prob	Overall Risk Rating	Existing Internal Controls and Evidence	Residual Risk Level	Person Responsible	Direction of Travel	Next Review Date
18	Changes in Leadership creating instability	Lack of experience in education and leadership; lack of institutional knowledge; lack of ability to deliver vision, values and strategic objectives; further staff churn; low morale and poor performance.	2	1	2	Appointment of experienced Executive Principal; settled SLT in both schools; Creation and development of middle leaders; Effective Governor oversight	2	Chief Executive Executive Principal	N/A	Sep-21
19	Failure to ensure that up-to-date information regarding the legislation relating to charities is maintained and kept updated by Trust Business Manager	Risk that legislative requirements are not known or complied with; Financial risk Risk that the Governing Body are not aware of their legislative obligations	2	1	2	LSBU Clerking expertise; Networking; access to resources and information eg The Key	2	Executive Principal Trust Business Manager Clerk	N/A	Sep-21
South Bank Academies MAT Operational Risk										
Risk No	Risk Description	Risk consequences	Impact	Prob	Overall Risk Rating	Existing Internal Controls and Evidence	Residual Risk Level	Person Responsible	Direction of Travel	Next Review Date

20	Changes in personnel/ high turnover of staff creating instability in operations at the Trust	Lack of oversight of accounts, processes and procedures; Poor year end Inaccurate financial reporting; Risk of receiving Qualified Accounts; Non-compliance; lack of educational oversight or school improvement capacity	3	2	6	Experienced TBM in financial management; established finance team; Financial policies and procedures in place; Trust HR Manager in place	3	Trust Business Manager; LSBU financial controller; Executive Principal; HR	N/A	Sep-21
21	Failure of the trust to produce accurate and timely management accounts	Inability to make informed decisions; impact on reserves position; set of qualified accounts from its annual audit; Year-end doesn't run smoothly; High Management Letter ratings as a result of internal and external audit; Fines from the ESFA; Potential Financial Notice to Improve; Potential loss of freedoms to manage delegated finances	3	2	6	Monthly Management Accounts produced by finance manager in consultation with Principals and TBM; Budget monitoring reports Regular reporting to the Audit Committee and SBA Board; Effective internal and external audits; Oversight by Sponsor LSBU of finances; scrutiny from trust board	3	Trust business manager, CEO, Principals and Executive Principal	N/A	Sep-21
22	Poor systems for managing and reviewing safeguarding	Risk to child/children, risk to reputation of the Trust and/or its Schools, DfE and HSE intervention depending on seriousness of incident. Risk to Ofsted rating.	3	1	3	Safeguarding policy and training in place; Experienced SLT and DSLs; deputy DSL system in place; updated policy and scrutiny systems including annual review; Regular training and update to all staff Safeguarding policy and procedures in place followed by Staff Staff awareness of reporting procedures and responsibilities for any safeguarding issues	3	Executive Principal Principal DSLs Governors All Staff	N/A	Sep-21
23	Pandemic	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.	4	2	8	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.	4	Executive Principal Principal SLT Governors Staff	N/A	Sep-21

South Bank Academies MAT Compliance Risk

Risk No	Risk Description	Risk consequences	Impact	Prob	Overall Risk Rating	Existing Internal Controls and Evidence	Residual Risk Level	Person Responsible	Direction of Travel	Next Review Date
24	Failure to meet GDPR requirements	Litigation, possible fines, loss to reputation	2	2	4	Outsourced GDPR oversight by Judicium; Regular GDPR compliance audits across the SBA Trust; policy updates	2	Chief Executive Executive Principal School Principal	N/A	Sep-21
25	Inadequate challenge and support from trust board	Failure to achieve mission and objectives of the Trust. Poor decision making and information flow. Ofsted risk. Reputation risk for sponsor.	3	1	3	Local school advisory boards and link Governors; SBA Board oversight Experienced Executive Principal and CEO.	3	SBA Board Chief Executive Executive Principal	N/A	Sep-21
26	Failure to meet HR guidance	Fines, grievance and formal action, Ofsted and AFH non-compliance consequences	3	1	3	Experienced Trust HR Manager in place; Trust Business Manager; Experienced Chief Executive and Executive Principal; sponsor and network support and guidance; strong internal systems and processes	3	Chief Executive Executive Principal School Principal HR Manager	N/A	Sep-21
27	Failure to comply with ESFA and DfE guidelines inc Academies Financial Handbook	Notice given on non-performance, litigation, possible RSC or ESFA action, loss to reputation, makes trust growth more challenging	3	1	3	Experienced Trust senior leaders in place; sponsor and network support and guidance; strong internal systems and processes including robust support and challenge from trust board.	3	Chief Executive Executive Principal School Principal Trust Business Manager and HR Manager	N/A	Sep-21

28	Failure to safeguard the Trusts' and its Schools' assets from theft or damage	Health and safety risk to students and staff; Increased premises costs; Increased costs for asset management plan on limited budget; Need to transfer costs from reserves	2	1	2	Up to date asset register; Asset management plan in place and up to date; Experienced premises team in place with oversight of assets; site security arrangements including CCTV	1	Chief Executive Executive Principal School Principals Trust Business Manager Financial Controller	N/A	Sep-21
29	Failure to carry out the correct audit/review procedures to ensure building, maintenance, health and safety regulations are upheld in both schools	Poor Health and Safety Audit; increased accumulation of costs which could be reduced with timely intervention; increased scrutiny from oversight organisations; health and safety risks to stakeholders.	2	2	4	Health and Safety audits by external organisations; H&S software implementation; Experienced site operations manager and team with SLT oversight; Risk assessments; checks and reporting	2	Executive Principal, Principals, Site Managers	N/A	Sep-21
30	Failure to maintain the asbestos register for both schools	Failure to comply with external compliance bodies; Damage to Trust and Sponsor reputation; Health and Safety Risk to staff and students; Increased costs and fines for non compliance	2	1	2	No asbestos in either school - new build	2	Chief Executive Executive Principal	N/A	Sep-21
32	Failure to ensure that the School complies with Tax legislation	Risk that the legislative requirements relating to VAT, PAYE, National Insurance etc. are not known or complied with; Financial risk; Litigation risk	3	1	3	Support from School Payroll Provider and the associated policies; Internal and External Auditors; Oversight by Trust Business Manager and Finance Manager with HR team; Oversight by Financial Controller	3	CEO, Trust Business Manager, Trust HR Manager	N/A	Sep-21
33	Cybersecurity incident	Loss of data; loss of student work and consequent academic impact; financial implications; loss of reputation; internal system compromises	4	3	12	Audit; hardware and software upgrades implemented, operating practice changes.	8	CEO, Executive Principal, Principals, Network Management	N/A	Sep-21

Risk Calculation	Probability			
	1 low	2 medium	3 high	4 very high
Impact				
1 low	1	2	3	4
2 medium	2	4	6	8
3 high	3	6	9	12
4 Critical	4	8	12	16

UAE local risk register. Updated June 2021

Risk No.	Risk Description	Risk Consequences	Impact	Prob	Overall Risk Rating	Existing Internal Controls and Evidence	Residual Risk Level	Person Responsible	Direction of Travel	Next Review Date
1	Failure to ensure that the objectives for the School are met	Risk that improvement is stalled leading to further risks related to outcomes, destinations, behaviour. Risk of wider reputational damage. Risk that the school receives an unfavourable Ofsted judgement	3	1	3	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 <b>Principals' Report</b>	3	Executive Principal Principal	→	Sep-21
2	Poor Student outcomes	Outcomes feed into reputation and profile locally; student applications may be negatively affected	3	2	6	High quality of education led by effective and appropriate curriculum design, effective teaching and leadership. Teaching and Learning monitored and reported through the annual cycle. Effective target setting and assessment model. Strong internal quality assurance triangulated by external monitoring. Benchmarking and reporting to SAB and quality committee for challenge and support. Management through Exec function. Robust performance management and appraisal function	3	Executive Principal Principal SLT Trust HR Manager	→	Sep-21
3	Poor student destinations	Perceived low value of UAE education; reputational damage; loss of ground to competitors; lack of advocacy from ex-students and families	2	2	4	High quality advice and guidance; personalised curriculum offer; LSBU group internal pathways and support	2	SLT; careers advisors; pastoral team; LSBU link staff	New	Sep-21
4	Poor student behaviour	Reputational damage; limited appeal to more aspirational families; lack of recommendations from primary schools; high fixed and permanent exclusions figures. Impact on Ofsted grading and application and retention figures.	2	2	4	Effective senior and pastoral leadership; consistent systems reinforced by positive culture; staff training; monitoring and evaluation of data; software tools; work with individual students and families	2	Principals and SLT; pastoral leaders; all staff	New	Sep-21
5	Poor student attendance	Low educational outcomes; safeguarding concerns; reputational damage; disengagement from school culture; parental disenchantment.	2	2	4	Effective senior leadership and middle management as well as pastoral system with good relationships and communications with home; attendance officer in post; monitoring and evaluation; multi-agency work.	2	Principals and SLT; pastoral and attendance staff; tutors	New	Sep-21
6	Being out of touch or misaligned with our stakeholders including students, parents and the local community	UAE offer not sufficiently attractive or positively received; risk of disengagement and reputational damage; impact on applications	2	2	4	Senior level engagements with stakeholders; regular review of engagements and evaluation; dialogue to inform stakeholder engagement eg Day 10, parent consultations	2	Executive Principal Principal SLT Local Advisory Board	→	Sep-21
7	Failure of the School to recruit SAB members who have the appropriate profile or skills or who fail to represent the community the school serves.	Risk that a Governor could attract negative publicity; Risk that stakeholders lose confidence in governance / leadership and management due to lack of representation and/or diversity. Reputational Risk.	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; periodic reviews of governance	2	Clerk and governance CEO Executive Principal Principals	→	Sep-21
8	Inadequate level of support and challenge on SAB leading to ineffective local governance.	Failure to achieve mission and objectives of the School/Trust. Poor decision making and information flow. Leaders not developed. Statutory functions eg exclusions panels not held bringing further risk.	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	Executive Principal Principal Local Advisory Board	→	Sep-21
9	Safeguarding incident	Risk to reputation locally and nationally. Ofsted grading and potential closure/rebrokerage. DfE and HSE intervention depending on scale of the event. Risk of drop in numbers of enrolments	3	2	6	Experienced SENDCO and 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	Executive Principal Principal SLT DSL	→	Sep-21

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Risk Calculation	Probability			
	1 low	2 medium	3 high	4 very high
Impact				
1 low	1	2	3	4
2 medium	2	4	6	8
3 high	3	6	9	12
4 Critical	4	8	12	16

UTC local risk register. Updated June 2021

Risk No.	Risk Description	Risk Consequences	Impact	Prob	Overall Risk Rating	Existing Internal Controls and Evidence	Residual Risk Level	Person Responsible	Direction of Travel	Next Review Date
1	Failure to ensure that the objectives for the UTC are met	Risk that improvement is stalled leading to further risks related to outcomes, destinations, behaviour. Risk of wider reputational damage. Risk that the UTC receives an unfavourable Ofsted Report	3	1	3	Effective target setting and review process; strong school SLT; Principals' performance management with internal and external assessors and oversight from Exec Principal; Active and experienced SAB; External Advisors including termly report from SIA; Quality Committee meeting with SAB Chair involvement.	3	Executive Principal Principal	→	Sep-21
2	Poor Student outcomes	Outcomes feed into reputation and profile locally; student applications may be negatively affected	3	2	6	High quality of education led by effective and appropriate curriculum design, effective teaching and leadership. Teaching and Learning monitored and reported through the annual cycle. Effective target setting and assessment model. Strong internal quality assurance triangulated by external monitoring. Benchmarking and reporting to SAB and quality committee for challenge and support. Management through Exec function. Robust performance management and appraisal function	3	Executuve Principal Principal SLT Trust HR Manager	→	Sep-21
3	Poor student destinations	Perceived low value of education; reputational damage; loss of ground to competitors; lack of advocacy from ex-students and families	2	2	4	High quality advice and guidance; personalised curriculum offer; LSBU group internal pathways and support	2	SLT; careers advisors; pastoral team; LSBU link staff	<b>New</b>	Sep-21
4	Poor student behaviour	Reputational damage; limited appeal to more aspirational families; lack of recommendations from other schools; high fixed and permanent exclusions figures. Impact on Ofsted grading and application and retention figures.	2	2	4	Effective senior and pastoral leadership; consistent systems reinforced by positive culture; staff training; monitoring and evaluation of data; software tools; work with individual students and families	2	Principals and SLT; pastoral leaders; all staff	<b>New</b>	Sep-21
5	Poor student attendance	Low educational outcomes; safeguarding concerns; reputational damage; disengagement from UTC culture; parental disenchantment.	2	2	4	Effective senior leadership and middle management as well as pastroal system with good relationships and communications with home; attendance officer in post; monitoring and evaluation; multi-agency work.	2	Principals and SLT; pastoral and attendance staff; tutors	<b>New</b>	Sep-21
6	Failure to engage effectively with employer sponsors	Risk that stakeholders and beneficiaries do not consider the UTC service to be valuable and high quality; engagements are lost and UTC uniqueness is lost.	2	2	4	Senior level engagements with employer sponsors; regular review of engagements and evaluation; dialogue to inform co-construction; investment in skills development and software	2	Executive Principal Principals SLT	→	Sep-21



7	Being out of touch or misaligned with our stakeholders including students, parents and the local community	UTC offer not sufficiently attractive or positively received; risk of disengagement and reputational damage; impact on applications	2	1	2	SAB inputs in relation to stakeholder voice; regular surveys and other information-gathering; wider engagements and dialogue; creating range of platforms to support engagement eg social media	2	Executive Principal Principal SLT Local Advisory Board	→	Sep-21
8	Failure of the UTC to recruit SAB members who have the appropriate profile or skills or who fail to represent the community the UTC serves.	Risk that a Governor could attract negative publicity; Risk that stakeholders lose confidence in governance / leadership and management due to lack of representation and/or diversity. Reputational Risk.	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; periodic reviews of governance	2	Clerk and governance CEO Executive Principal Principals	→	Sep-21
9	Inadequate level of support and challenge on SAB leading to ineffective local governance.	Failure to achieve mission and objectives of the UTC/Trust. Poor decision making and information flow. Leaders not developed. Statutory functions eg exclusions panels not held bringing further risk.	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.	3	Executive Principal Principal Local Advisory Board	→	Sep-21
10	Safeguarding incident	Risk to reputation locally and nationally. Ofsted grading and potential closure/rebrokerage. DfE and HSE intervention depending on scale of the event. Risk of drop in numbers of enrolments	3	2	6	Experienced SENDCO and Designated Safeguarding Lead (DSL) employed at UAE. All staff and governors given safeguarding and prevent training annually. All students and staff complete e-safety training and firewalls are in place to secure all ICT networks.	3	Executive Principal Principal SLT DSL	→	Sep-21

Risk Calculation	Probability			
	1 low	2 medium	3 high	4 very high
1 low	1	2	3	4
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	CONFIDENTIAL
Paper title:	SBA Policies
Board/Committee:	South Bank Academies Board
Date of meeting:	08 July 2021
Author(s):	Dan Cundy
Sponsor(s):	Fiona Morey, CEO
Purpose:	For Approval
Recommendation:	the Board is requested to approve the following policies: trustee and governor visits policy, admissions policies for 2022 for both the Academy and the UTC

### Trustee and governor visits policy

Policy has been reviewed by Chairs and Principals in all schools and will apply to visits that take place from September 2021. A schedule of visits will be devised by each of the relevant boards to guide visits for the 2021-22 academic year.

### Admissions policies

The admissions policies for both schools (UTC and UAE/SBUA) for 2021 (old policy, implemented on opening of schools) and 2022 (approved by the board in spring 2021) have been amended in the light of updated requirements brought in through the revised School Admissions Code due to come into force in September 2021. The policy updates affect approaches towards International Previously Looked After Children (highlighted in yellow) as well as the timings of fair banding tests.

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# Governor and Trustee Visit Policy

Review date:  
Next review date:

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## 1. Introduction

South Bank Academies and its schools welcome the positive contributions that its trustees and governors make to the governance process, in particular those that result from school visits.

This policy sets out the procedure which all trustees and governors are expected to follow when visiting SBA schools and how they are expected to report back on that visit to the relevant board.

The aim of this policy to ensure that all governors understand their role and purpose, so school visits are a productive and enjoyable event for all involved.

All trustees and governors receive annual safeguarding training and are subject to a DBS check renewal process.

## 2. Aims of a Governor or Trustee Visit

There are a number of aims and benefits of trustee and governor visits:

- To gain a deeper understanding of the academy to inform the strategic decision-making process
- To gain a deeper understanding of the responsibilities of a governor/trustee
- To get to know the staff and develop a supportive relationship
- To get to know each academy and the profile of the children who attend it
- To focus on an area of responsibility or on an agreed aspect of the strategic school improvement plan
- To monitor the performance of the academy and assure themselves of the reliability of the information provided at Board meetings
- To observe the impact of school improvement strategies

## 3. Responsibilities

Governors/Trustees are responsible for:

1. Understanding the needs of staff members through discussions with at least one staff member per academic year
2. Reporting their observations to their Board

Principals are responsible for:

1. Facilitating governor/trustee visits
2. Discussing completed visits with governors/trustees, prior to a report being made to the Board

## 4. Preparing for a visit

Before a visit, governors/trustees should liaise with the Principal and any other staff involved making sure that:

- the visit is arranged within good time
- the purpose of the visit is agreed
- their role within the visit is clear

## 5. During a visit

- Governors/trustees should respect confidentiality at all times but should also have due regard for safeguarding policy and procedures, particularly in relation to disclosure

- Governors/trustees should focus on observation, in accordance with their strategic role
- Governors should avoid the appearance of conducting an inspection
- Academy rules and routines apply to trustees and governors who are conducting a visit
- Pupils' education is the priority, and this may sometimes lead unavoidably to the rearranging of visits

## **6. Providing feedback**

The visit proforma in appendix 1 should be completed as soon as possible after the visit.

The Principal and governor/trustee should discuss the visit report prior to the distribution of the proforma.

A copy of the completed proforma should be provided to:

- The relevant staff member, both as a courtesy and to check for accuracy
- The headteacher
- The chair of the governing board or the relevant committee, as agreed

A copy of the report should be circulated at the next appropriate board meeting.

## **7. Monitoring and review**

This policy will be reviewed every three years.

When reviewing the success of the policy, the trust board should consider:

- Has every governor/trustee made links with their allocated subject/class/area of responsibility?
- Has every governor met with the subject leader they are linked to?
- Are visits achieving the desired outcomes?
- What worked well?
- What did not work well?
- How can practice be improved?

Any changes made to the policy will be communicated to all governors.

All governors/trustees are required to familiarise themselves with this policy as part of their induction programme.



## 8. Appendix 1: Visit Proforma

### GOVERNORS' VISIT RECORD

<b>Name of visitor</b>	
<b>Name of host</b>	
<b>Date of visit</b>	
<b>Agreed purpose of visit</b>	How does the visit relate to a priority in the SDP/AIP/SEF
<b>Relevant academy objective</b>	
<b>Questions to ask</b>	<ul style="list-style-type: none"> <li>• A</li> <li>• B</li> <li>• etc</li> </ul>
<b>What did you observe relevant to the purpose of the visit?</b>	
<ul style="list-style-type: none"> <li>• A</li> <li>• B</li> <li>• Etc</li> </ul>	
<b>What stood out and why</b>	
<ul style="list-style-type: none"> <li>• A</li> <li>• B</li> <li>• Etc</li> </ul>	
<b>Anything that you would like clarified</b>	
<ul style="list-style-type: none"> <li>• A</li> <li>• B</li> <li>• Etc</li> </ul>	
<b>Key considerations for the Board</b>	
<ul style="list-style-type: none"> <li>• A</li> <li>• B</li> <li>• Etc</li> </ul>	
<b>Signed</b>	



## **Admissions Policy. South Bank UTC.**

### **1 Introduction**

South Bank Academies Trust is a Multi-Academy Trust and is the admissions authority for all schools in the trust, including South Bank UTC. 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 South Bank UTC, the relevant Local Authority is Lambeth Council.

South Bank UTC is committed to straightforward, open, fair and transparent Admissions arrangements and the UTC will act in accordance with the School Admissions Code, the School Admission Appeals Code, equalities law and the law on admissions as they apply in relation to academies.

### **2 Application Process**

South Bank UTC will administer its own admissions for entry in September yearly. Applications should be made directly to the UTC.

Copies of the application form are available from the Admissions Team at South Bank Engineering UTC, 56 Brixton Hill, London SW2 1QS Email: [info@southbank-utc.co.uk](mailto:info@southbank-utc.co.uk), Website: [www.southbank-utc.co.uk](http://www.southbank-utc.co.uk)

Applications for Key Stage 4 entry in the following September should be made directly and will be administered by the UTC by the previous April. Confirmation of places will be given by the end of May.

#### **Post-16 Application Process**

Applications for post 16 places at the South Bank UTC will be made directly to, and be administered by the UTC. Places offered will be conditional on meeting the published entry criteria and will be confirmed within 2 weeks of GCSE results day.

### 3 Planned Admission Number (PAN) and number of places available

South Bank Academies Trust will consider all applications for places at the South Bank Engineering UTC.

The total number of places available to students will be as follows:

	Year 10	Year 11	Year 12	Year 13
	60	60	160	160

#### Special Educational Needs

Children with Educational Health & Care Plans will be allocated a place if their statement or plan names South Bank UTC.

### 4 Oversubscription for Key Stage 4 Criteria

If the number of applicants is the same or fewer than the number of places available, then all applicants will be offered a place.

#### 4.1 Applied criteria

Where South Bank UTC receives more applications than it has places available, the criteria listed below will apply, after the admission of children with an Education Health & Care Plan which names South Bank UTC. The oversubscription criteria will be applied in sequence:

- a. Looked-after children and children who were previously Looked-after<sup>1</sup>
- b. 40% of the PAN (after Looked-after children and those with statements/EHCPs for SEN have been admitted) will be allocated to applicants whose home address is within a 3km radius around the UTC (postcode SW2 1QS) – this is Priority Admissions Area 1, the orange circle on the map in Appendix 1;
- c. A further 30% of the PAN will be allocated to applicants whose home address is within 3 and 10km of the UTC (postcode SW2 1QS) – this is Priority Admissions Area 2, the light green circle on the map in Appendix 1;
- d. The remaining places will be allocated to pupils living outside Priority Admissions Areas 1 and 2.

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<sup>1</sup> 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 definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school (c) those who were looked after, but ceased to be so, because they were adopted or became subject to a residence order or special guardianship order. This includes children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted. The 2021 Admissions code refers to these children as internationally adopted previously looked after children – "IAPLAC". Both LAc, IAPLAC and PLAC children will be given equal priority in admissions arrangements.

#### **4.2 Additional qualifiers to the Applied Criteria**

- a. If applications from Priority Admissions Area 1 amount to less than 40% of PAN, additional places will be allocated to Priority Admissions Area 2 until we have offered 70% of PAN to pupils from Priority Admissions Areas 1 and 2. Likewise, if applications from Priority Admissions Area 2 amount to less than 70% of PAN, additional places will be allocated to Priority Admissions Area 1 until we have offered 70% of PAN to pupils from Priority Admissions Areas 1 and 2.
- b. If the number of applicants within any one Priority Admissions Area exceeds the percentage in 5.1a or b above, places will be allocated to applicants using independently verified electronic random allocation. South Bank UTC will ensure that someone independent of the UTC supervises the random allocation processes. Random allocation will also be applied as a tie-break in criterion 'd'

#### **4.3 Notes**

- a. A Looked-after child is a child who is (a) in the care of the local authority or (b) being provided with accommodation by a local authority in their exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989). Previously Looked-after children are those who have been adopted, or have become subject to a child arrangements order or special guardianship order.
- b. A child's home address is defined as the address at which the child is normally resident. Where a child lives at more than one address, the address will be where the child lives for the majority of the time. Where the child lives at more than one address and spends equal time at both, the home address will be counted as that at which the child is registered with their GP.
- c. Applications from twins/triplets will be treated as a joint single application: all twins/triplets would be offered a place if one application is successful. Siblings applying to different year groups will be treated as individual applicants. Children are also siblings if they are step-siblings, adopted or foster brothers or sisters living in the same family unit at the time when the child is due to start in the school

#### **4.4 Appeals**

Unsuccessful applicants will have a right of appeal to an independent admission appeals panel. See section 8 below for more detail.

### **5 Post 16 admission criteria**

The South Bank UTC will apply a minimum criterion in relation to academic entrance requirements for admission or transfer to South Bank UTC Year 12 (sixth form).

In order to gain entry to Year 12, both internal students and external applicants must have meet the published entry criteria for the chosen pathway. To be admitted onto an A level

programme you will normally be required to achieve at least the equivalent of a 6 grade in any chosen subject. Those meeting the entry requirements for the sixth form but who fail to meet the academic standards for their chosen subjects or pathway will be offered alternative courses for which they have met the entry requirements, if any alternatives are available. The South Bank UTC Prospectus will contain minimum entry requirements for each pathway and course.

Students progressing from South Bank UTC's Year 11 who meet the entry criteria can automatically transfer to Year 12 and would not need to formally apply. The UTC will admit additional external applicants (i.e. above PAN) to Year 12 where Year 12 is not filled by students progressing from Year 11.

When Year 12 is undersubscribed all external applicants meeting the minimum academic entry requirements (above) will be admitted.

When there are more applicants that satisfy the minimum academic entrance requirements than the number of post-16 places available and after the admission of pupils with statements of Special Educational Needs or Educational Health and Care Plan where South Bank UTC is named on the statement or plan, the oversubscription criteria will be applied in the order in which they are set out in 5.1 and 5.2 above.

Applications for entry in September will be processed from the previous September and should be received as early as possible.

There will be a right of appeal to an Independent Appeals Panel for external applicants refused admission and internal students refused progression to the 6<sup>th</sup> form (child and/or parent) but where both appeal, the appeal will be heard together.

## **6 Operation of waiting lists**

South Bank UTC will operate a waiting list in each academic year when the PAN is met. South Bank UTC will maintain this and it will be open to any parent to ask for their child's name to be placed on the waiting list, following an unsuccessful application (or for a student to do so if they are aged 16 or over)

An applicant's position on the waiting list will be determined solely in accordance with the oversubscription criteria set out in Section 5, or for post-16 places Sections 5 and 6, above. Where a place becomes vacant it will be allocated to applicants on the waiting list in accordance with the oversubscription criteria. Where a new unsuccessful applicant is added to the Year 10 waiting list, all applicants on the waiting list will be reordered in accordance with the oversubscription criteria in paragraph 5.1.

Looked after children, previously looked after children and those allocated a place at the school in accordance with a Fair Access Protocol will take precedence over those on a waiting list.

## **7 The Appeals Process**

There will be a right of appeal to an Independent Appeals Panel for internal pupils refused transfer and external applicants refused admission.

Unsuccessful applicants may appeal for a place at South Bank UTC. Parents or (for post 16 admission) young people wishing to appeal should write to South Bank Engineering UTC stating the reasons for their appeal. The letter should be addressed to the Clerk to the Governors, South Bank UTC, 56 Brixton Hill, London SW2 1QS Appeals will be heard by a panel which is independent of the South Bank UTC and its governors.

For Year 12 where the offer of a place is conditional upon the results of the minimum academic entry requirements depending on what they are progressing to (as per Section 6), appeals will be heard within 40 school days of confirmation of those results.

As the Year 10 entry is following secondary timelines then the UTC will follow the timetable in Section 2, i.e. deadline for lodging appeals will allow appellants at least 40 school days from the date of notification that their application was unsuccessful to prepare and lodge their written appeal.

## **8 Applications for places outside normal age group**

Parents may request that their child is admitted to a year group outside their normal age range, for instance, where the child is gifted or talented or where a child has suffered from particular social or medical issues impacting his or her schooling. All such requests will be considered on their merits and either agreed or refused, on that basis. If a request is refused, the child will still be considered for admission to their normal age group.

The process for requesting such an admission is as follows:

With the application, parents should request that the child is admitted to another year group (state which one), and the reasons for that request. Parents will submit any evidence in support of their case with the application, for instance from a medical practitioner, Principal etc. Some of the evidence a parent might submit could include:

- Information about the child's academic, social and emotional development;
- Where relevant, their medical history and the views of a medical professional;
- Whether they have previously been educated out of their normal age group; and

- Whether they may naturally have fallen into a lower age group if it were not for being born prematurely.

The UTC will consider each case on its merits, taking into account the individual circumstances of the request and the child's best interests. We will also ensure the parent is aware of whether the request for admission out of age group has been agreed before final offers are made, and the reason for any refusal.

Requests for admission out of the normal year group will be considered alongside other applications made at the same time. An application from a child who would 'normally' be a Year 11 child for a Year 10 place will, for example, be considered alongside applications for Year 10.

### **Monitoring and Evaluation**

The Board of Governors and Principal will monitor the operation and effectiveness of the UTC's Admissions Policy.

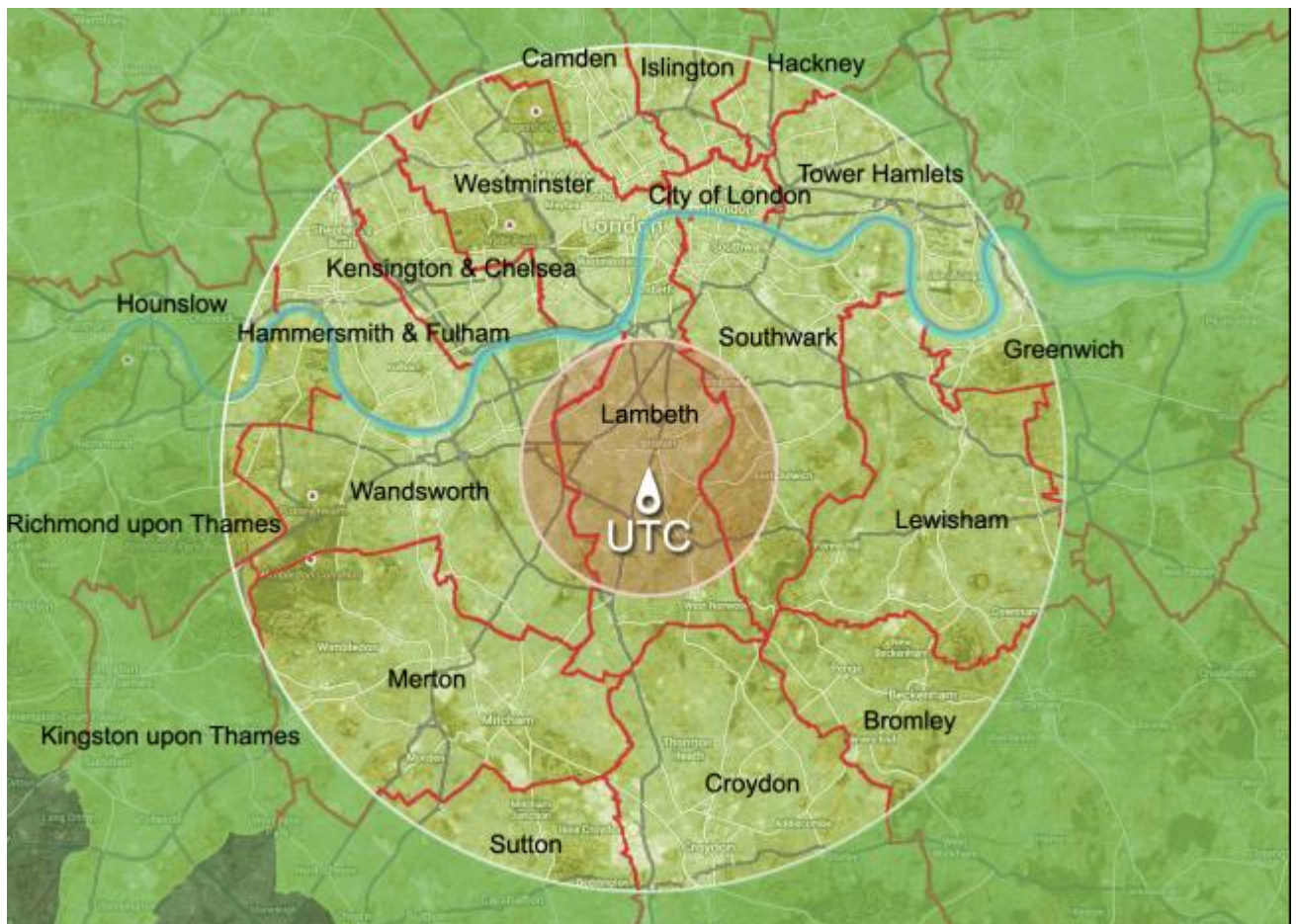


## Appendix 1

### UTC Priority Admissions Areas Map

The catchment area outlined below is arranged in concentric circles, measured using a digital mapping system that will measure the straight line distance between applicant's home address and South Bank Engineering UTC's main entrance gate post code with the post code SW2 1QS:

- Orange area: priority admissions area 1 – 3km circle from the UTC (postcode SW2 1QS) – 40% of places.
- Light green area: priority admissions area 2 – 3 to 10km circle from the UTC – 30% of places
- Dark green area: all remaining places (30% of PAN)



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## **Admissions Policy. South Bank University Academy.**

### **1. Admissions procedure for 2022**

South Bank Academies Trust is a Multi-Academy Trust and is the admissions authority for all schools in the trust, including South Bank University Academy. 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 South Bank University Academy (formerly University Academy South Bank), the relevant Local Authority is Southwark Council.

Students who apply to South Bank University Academy will be invited for a test as part of the national process of 'fair banding' if the local authority determine that there are applications in excess of the published admissions number (PAN). This is not a pass or fail test, it just ensures that children across the full attainment range are admitted.

The order in which places are given at The Academy are listed below.

### **2. Admission arrangements for entry at Year 7 to South Bank University Academy in September 2022**

South Bank University Academy has an agreed admissions number of 150 students in Year 7- open equally to girls and boys.

- When applying parents/carers should understand that the intake is required to reflect the full range of attainment and as far as possible the social, economic and cultural character of the catchment area.
  - Each applicant is given equal consideration in line with the school's Equal Opportunities Policy.

### **3. Procedures where South Bank University Academy is oversubscribed**

Where the number of applications for admission is greater than the Published Admissions Number, applications will be considered for Year 7 against the criteria set out below.

After the admission of Students with Education and Health Care Plans (EHCPs) where South Bank University Academy is named on the EHCP, the criteria will be applied in the order in which they are set out below:

The applicants will be split into 5 equally sized bands based on their non-verbal reasoning test results. Within each band places will be offered in the following order:

- a) Looked after children<sup>1</sup> and children who were looked after but ceased to be so because they were adopted (or became subject to a residence/special guardianship order)
- b) children who are eligible for the Pupil premium
- c) children for whom it is essential that they be admitted to the school because of a significant medical or social need<sup>2</sup>
- d) siblings of Students who will be registered Students at the school on the first day of the term when the applicant Student would be joining the school<sup>3</sup>
- e) children who live nearest to the school<sup>4</sup>
- f) children of staff employed for at least two years at the school or
- g) recruited to meet a skills shortage

Where fewer than 150 applications are received, the school will offer places to all those who have applied.

#### 4. Waiting list

Where in any year the school receives more applications for places than there are places available, a waiting list will operate. This will be maintained by the school and will be open

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<sup>1</sup> 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 definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school (c) those who were looked after, but ceased to be so, because they were adopted or became subject to a residence order or special guardianship order. This includes children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted. The 2021 Admissions code refers to these children as internationally adopted previously looked after children – "IAPLAC". Both LAc, IAPLAC and PLAC children will be given equal priority in admissions arrangements.

<sup>2</sup> All applications under this criterion must be supported with relevant written evidence from a qualified professional source, declared in writing at the time of the application and where such submissions offer specific evidence that necessitates attendance at this particular Academy. Any evidence of a more general medical condition offered without such focus is deemed inadmissible, although the application will then be considered under other criteria. Applicants should also state clearly why the Academy is more suitable than any other school and what the difficulties would be if their child was not offered a place.

<sup>3</sup> Siblings are children who live as brother or sister in the same house; including biological brothers or sisters, adopted siblings, stepbrothers or sisters and foster brothers and sisters. The Academy reserves the right to ask for proof of relationship.

<sup>4</sup> The determination of distance. Measurement from the main entrance of the Academy to the main entrance of the child's main place of residence. A child's home is considered to be the child's permanent residence. If custody of a child is shared, the address given should be that of the parent or carer with whom the child spends most of the school week.

to any parent/carer to ask for their child's name to be placed on the waiting list, following an unsuccessful application.

Children on the waiting list will be ranked in the same order as the published oversubscription criteria.

## **5. Admissions outside the normal age range**

The school will consider each application on its own merits.

## **6. Late applications**

Late applications will be considered using the above criteria (as shown in section 3), but, with the exception of Children in Local Authority Care or Previously Looked After Children, only after all applications received by the closing date have first been considered.

An application may be regarded as late if it confirms:

- a family returning from abroad
- a lone parent who has been ill for some time
- a family moving to the area and;
- other exceptional circumstances

## **7. Independent appeals**

Parents/carers will have the right to appeal to an Independent Appeal Panel if they are dissatisfied with an admission decision of the school. The Appeal Panel will be independent of the school. The arrangements for Appeals will be in line with the Code of Practice on School Admission Appeals published by the Department for Education. The determination of the appeal panel will be made in accordance with the Code of Practice on School Admission Appeals and is binding on all parties. The school will prepare guidance for parents/carers about how the appeals process will work and provide parents/carers with a named contact who can answer any enquiries parents/carers may have about the process.

## **8. Children hard to place**

The school will co-operate with the LA's Admission Forum's protocol for admitting children hard to place.

## **9. Year 12**

The school Post 16 offers provision for a total of 150 students.

The admissions number for Year 12 is 75. To determine eligibility criteria for admissions, the school will publish specific criteria in relation to minimum entrance requirements for Year 12 based on GCSE grades or other measures of prior attainment. The school will also publish

academic entry requirements for each course available based upon GCSE grades or other measures of prior attainment. These criteria will be the same for internal and external students.

There will be right of appeal to an Independent Appeals Panel for internal Students refused transfer and external applicants refused admission.

## **10. Review**

In accordance with the 2012 regulations the school will consult on its admission arrangements every seven years, if no changes are proposed.

## **11. Contacts**

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](mailto:hannah.dalton@uaesouthbank.org.uk) Phone: 020 7271 2000

	INTERNAL
Paper title:	Reports from committees and School Advisory Boards
Board/Committee:	South Bank Academies Board
Date of meeting:	08 July 2021
Author(s):	Ciara Carroll, Governance Assistant, South Bank Academies
Sponsor(s):	Michael Broadway, Company Secretary, South Bank Academies
Purpose:	For Information
Recommendation:	The Board is requested to note the update

## Executive summary

The Board is requested to note the summaries of the SBA Audit committee, SBA Strategy Day, SAB meetings and SAB development sessions.

### South Bank UTC SAB 24 March 2021

The SAB discussed:

- New curriculum developments for 2021-22 including health curriculum offered in both Years 11 and 13 and further expansion of the 5-year HNC offer
- Work with Ron Dearing UTC around curriculum development and support on learning walks
- Assessment process and planning
- Staffing challenges and the stabilisation of staffing within the school
- Safeguarding reporting changes and increased demands on safeguarding within the school due to the pandemic and increased awareness

### UAE South Bank SAB 29 April 2021

The SAB discussed:

- SBA's new strategy and its implementation at UAE South Bank, including the proposed school name change
- Safeguarding reporting changes and increased demands on safeguarding within the school due to the pandemic and increased awareness

- Cultural change to be implemented at school following return to 'normal' and how this can be effectively communicated to staff and students
- Successful recruitment, particularly to Year 12 and associated financial outlay to recruit more teachers
- Assessment process and planning

### **South Bank UTC SAB 5 May 2021**

The SAB discussed:

- SBA's new strategy and its implementation at South Bank UTC
- The updates to the Self-Assessment Form (SEF) and the upcoming review by Ron Dearing UTC's Sarah Pashley
- The School Development Plan, including employer projects (a key differentiator for the school) and student leadership development
- Successful recruitment into Year 12; still concerns about Year 10 recruitment levels – this is a focus for 2021-22

### **Strategy Day 11 May 2021**

(Notes are appended to this report)

The Board discussed:

- Key elements of differentiation and how to communicate those to prospective audiences
- How valuable the Group's offer is in making a place in the MAT attractive, both to students who wish to progress to LSBU and those who wish to go elsewhere due to access to knowledge/equipment not available in other schools
- Risks including recruitment and retention of both students and staff
- The need to build strong local links in primary schools and in the community

### **Audit Committee 25 May 2021**

The Committee discussed:

- Budget setting and control internal audit report: moderate assurance for both design and operational effectiveness
- Internal audit progress report for 2020-21 and any delays caused by the pandemic
- Internal audit annual plan for 2021-22 and beyond; quality assurance will be added to the annual plan
- External audit plan for 2020-21 and the changes that will take place during the audit process next year
- The changes to the risk management process



**Scheduled UTC development session 7 July 2021**

**Scheduled UAE development session 15 July 2021**

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## South Bank Academies Strategy session

11 May 2021 at 1:30 pm

Attendees	Apologies	In attendance
Hitesh Tailor David Phoenix James Blastland Chris Mallaband Fiona Morey	Hilary McCallion Richard Flatman Nicole Louis Tony Giddings Lesley Morrison	Dan Cundy John Taylor Austin Sheppard Michael Broadway Ciara Carroll

*The strategy session was held remotely due to the on-going restrictions enforced during the Covid-19 pandemic.*

### Welcome

The Chair welcomed everyone to the meeting, including James Blastland, newly appointed trustee, to his first strategy session.

### Introduction

#### Two presentations were noted:

- Introduction by Fiona Morey, CEO of SBA
- Refresher on 5-year strategy by Dan Cundy, Executive Principal of SBA

#### The key elements the Trust will be focusing on and promoting are:

- The group is more than the sum of its parts, e.g. the health centre at Tabard Street
- The benefit to using to the whole Group offer when promoting the schools to prospective pupils and parents
- How it is enriched by being part of the group, and how the group is enriched by the trust
- The trust's (and group's) powerful vision of South London education from cradle to grave
- What the word university itself means in this context
- The trust is moving from the start-up phase into a more mature organisation

#### The Board agreed that the key risks to the Trust/schools are:

- Ability to attract students to the younger years in both schools
- Ability to keep pace with demand in older years
- Ability to recruit and retain staff in various specialisms

#### The Board noted that the following opportunities are available to the Trust/schools and must be exploited:

- Relaunch of UAE: new look and feel, key for application decisions by October 2021
- Differentiation is key to success, consider and build on success of new HNC offer at the UTC, consider an alternative offer in other subjects such as law

- Use of an enterprise element (potentially the [EntreComp](#) framework which offers a comprehensive description of the knowledge, skills and attitudes that people need to be entrepreneurial and create financial, cultural or social value for others) would get students out into and, engaging with, the community to promote the benefits of the school
- Leadership capacity can be invested to support the schools to make necessary changes
- Diverse student body provides advantages to the students, staff and the trust
- Local networking with local deputies and head teachers is bringing teachers from other schools in and sending teachers from UAE and UTC out
- Building links within local schools and the community is crucial to foster a relationship between the schools and their 'customer' base
- Expanding the community use of the school to position the schools as useful community hubs
- Adding primary schools to the Trust to create growth and support education within the local community

**The Trust must give consideration to the following:**

- How is this South London cradle to grave education vision and uniqueness of trust's offer being communicated?
- Audience must be considered; clearly communicate to parents and ten-year olds that these schools are places that they really want to attend
- Industrialise the message to free up time of 'sales-people', pre-scripting messages saves time and ensures clear start of engagement
- Shift of focus to Years 10 to 14 - being part of a university group may be the route to this offer being uniquely successful
- Attractiveness of employers who are associated with the trust/group – increase range/number/diversity of those associated? Community and employers are key for the school; local opportunities are particularly powerful

**UTC**

**The group discussed the upcoming focus for the school in 2021-22:**

- Work being done to highlight the significant benefits of the diverse student population at the school to employers and students themselves
- Developing an alumni program for the school and links to the university alumni programme
- Consideration of an entrepreneurial programme/aesthetic

**The group identified the importance/significance of employer sponsors:**

- NHS is very much a local employer, biggest in Southwark and Lambeth and they want local staff that they can train, retain and promote
- Skanska is a national employer which provides that type of opportunity to those students who are looking for it
- School wants to increase its visibility to local industry
- School is seeking more opportunities with local employers, like Pimlico Plumbers
- Need to do work on how to get them involved with the UTC.

## UAE

### **The group highlighted the value of the curriculum offer:**

- Day 10 curriculum is valuable: currently at capacity and want to focus on high quality engagement around those strands than extending past capability
- Concept of broader curriculum: dropped engineering (benefit to UTC) and started digital media offer, an area of national growth
- Focus for 2021-22 will be on developing the work experience programme.

### **The group noted the following about the 6<sup>th</sup> form provision:**

- School is running out of capacity for 6th form
- Different site would require a different set up, with senior leaders on site
- Potential building opportunity on Old Kings Road

### **The group recognised the challenges of increasing school roll:**

- School needs to focus on what it does well which will, in turn, make the school more attractive to parents
- Important to consider what parents want: a good school where their children are happy and well cared for. Parents are risk averse when it comes to their children's education
- The trust must work out how to communicate the richness around the curriculum (eg Day 10)

## **OFSTED presentation**

The Board noted the following points:

- Inspections have been paused until the end of the 2020-21 academic year; both schools are overdue an inspection, but it is difficult to say when they will take place due to the backlog of inspections
- If both schools can be rated as 'good', this provides better growth opportunities
- Curriculum analysis takes place at Quality Committee meetings, with school advisor sitting on the committee.

The Board noted the following actions:

- Ensure that potential inspection questions are covered comprehensively in SAB and Board agendas: CC to ensure OFSTED remains visible on agenda; DC to devise schedule to cover main areas of inspection in each of school plus trust
- Clarify role of SAB in Scheme of Delegation, and any further information needs of the SAB: CC and MB to include in effective governance review
- Add OFSTED preparedness to July 2021 Board agenda: complete
- Crib sheet for governors and trustees to be created: DC to co-ordinate creation

## **Summary**

- Locality is important; to drive benefit for the local communities, local employers are more appropriate, but employment/employers that relocate their workers further away from London will not be discounted
- The trust needs to define what it sees as success and aspiration for its students. This definition is required in order to successfully communicate with and appeal to prospective students.

- It is wonderful when students access top universities and high-flying careers. It is also important that students are given an opportunity to have a successful local career in an area they are passionate about. It depends on the individual and the trust should aim to offer both
- Major local employers want people with roots in the community – the NHS want local people who they can train, develop, and retain.
- The trust should also define what it sees as success for itself. Stellar students or increasing opportunities for the intake as a whole?
- Consider the potential of an entrepreneurial phase
- The diversity of both schools should be celebrated as a significant strength.

	INTERNAL
Paper title:	Update on recruitment for SBA and SABs
Board/Committee:	South Bank Academies Board
Date of meeting:	08 July 2021
Author(s):	Ciara Carroll, Governance Assistant, South Bank Academies
Sponsor(s):	Michael Broadway, Company Secretary, South Bank Academies
Purpose:	For Information
Recommendation:	The Board is requested to note the update

## **Executive summary**

Since the last Board meeting on 18 March 2021, expressions of interest were sought for parent governor vacancies on the SABs of both the UAE and the UTC. One expression of interest was received for each SAB. Due to this, elections were not necessary. Each appointment was approved by the Chair of each SAB. There is still one vacancy for a parent governor on each SAB. New expressions of interest will be sought in the new school year

## **Current vacancies are:**

### UAE South Bank

- 1 parent governor \* nominations have been requested
- 1 co-opted governor \* One candidate identified
- 1 staff (non-teaching) governor \* recruitment not yet commenced

### South Bank UTC

- 1 parent governor \* nominations have been requested
- 1 staff governor \* nominations have been requested
- 1 university-sponsored governor \* recruitment not yet commenced

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