



CHARNWOOD PRIMARY ACADEMY

RISK REGISTER –SPRING TERM 2019

To be used in conjunction with SUAT’s Risk Register.

The **descriptors** for high, medium and low **impact** and **probability** can be expanded as follows:

Impact	Description
High - 3	The financial impact will be significant [in excess of £100,000] Has a significant impact on SUA’s strategy or on teaching and learning Has significant stakeholder concern Can cause significant reputational damage to SUA
Medium - 2	The financial impact will be moderate [between £10,000 and £100,000] Has no more than a moderate impact on SUA’s strategy or on teaching and learning Moderate stakeholder concern Can cause moderate reputational damage to SUA
Low - 1	The financial impact is likely to be low [below £5,000 and £10,000] Has a low impact on SUA’s strategy or on teaching and learning Low stakeholder concern Is unlikely to cause any reputational damage to SUA

Probability	Description
High - 3	Likely to occur each year, or more than 25% chance of occurrence within the next 12 months Potential of it occurring several times within a 4 year period Has occurred recently



Medium - 2	Likely to occur within a 4 year time period or less than 25% chance of occurring within the next 12 months Could occur more than once within a 4 year period Some history of occurrence
Low - 1	Not likely to occur within a 4 year time period or less than 5% chance of occurrence Has not occurred Is not likely to occur



Top 5 Risks						
<ul style="list-style-type: none"> GDPR – ensuring all policy and procedures are in place and adhered to Staffing profile – securing a staffing profile including teaching assistants that will reflect the raising of standards in all year groups and all teaching is good as a minimum. Finance – ensuring the academy can sustain a balanced budget Standards – securing the raising of standards in Y2 and Y6 so we will match National Standards as a minimum in all subjects, keep the improving standards in all year groups Staff wellbeing – mental health, stress and wellbeing, recent staff member being off due to mental health and resulting settlement agreement, recruitment of staff 						
Risk	Risk Consequences	Risk score – impact and probability	Existing internal controls and evidence	Response (transfer, tolerate, treat or terminate)	Details of actions required to improve controls	Person responsible
<ul style="list-style-type: none"> Failure to comply with new 2018 GDP regulations. 	<ul style="list-style-type: none"> Damage to MAT Potential financial fine and loss on all Trust Academies 	3x2=6	<ul style="list-style-type: none"> Risk registers in place and regularly updated Privacy Policies in places and on website All policies and procedures on website All permissions collated No work stored on personal devices Encryption used where required 	Treat	<ul style="list-style-type: none"> Monitor risk registers Regular briefings and updates for staff Training for staff from DPO 	<ul style="list-style-type: none"> DPO SLT All Staff LAC
<ul style="list-style-type: none"> Failure to satisfy the DfE, Regional Commissioner, Ofsted and CEO/Trust Board that the academy is improving at a rapid and sustainable pace to Good as a minimum 	<ul style="list-style-type: none"> Damage to reputation of MAT Academy reputation and potential loss of children Potential of re-brokerage 	3 X 2 = 6	<ul style="list-style-type: none"> New middle leadership at the Academy New initiatives, procedures and quality assurances put in to operation Intervention plans will secure success through rigorous monitoring and quality assurance Input and investment from SUAT will ensure raising of standards Targets set and monitored by leadership team 	Treat	<ul style="list-style-type: none"> Angela Mulligan Termly Visits Support from local good and outstanding schools Regular networking with other schools and leaders 	<ul style="list-style-type: none"> SLT All staff LAC
<ul style="list-style-type: none"> Staffing profile – 	<ul style="list-style-type: none"> Standards will not rise 	3 X 3= 9	New SLT at the Academy with revised	Treat	<ul style="list-style-type: none"> Upskill SLT and Phase leaders 	<ul style="list-style-type: none"> SLT



<p>maintaining a high standard in all classes that will reflect the raising of standards in all year groups and all teaching is good as a minimum.</p>	<ul style="list-style-type: none"> Ofsted overall grade for Quality of teaching, learning and assessment will be too low Quality staff will not be replaced Any teaching less than good will have a negative impact on school improvement Rising standards in EYFS will not be maintained across the academy Rising standards across KS2 will not be maintained Teaching Assistants will not provide adequate support and maintain standards 		<p>roles and responsibilities New initiatives, procedures and quality assurances put in to operation Lesson observations from both internal and external sources. Direct links to Performance Management now made Consistency in EIP support Robust appointment process</p>		<p>to give appropriate developments points and to be able to secure these through coaching, team teaching, observations and quality assurance.</p> <ul style="list-style-type: none"> Career Stage Expectations from SUAT to be used New TAs recruited January 2019 New Maths and computing scheme in order to give better structure to planning and assessment. Tighter controls over non-negotiables linked to PM including Teaching Assistants Expectations to be higher for all especially in extended writing Assessment procedure to be used by subject leaders for more rigour and accuracy Whole school curriculum review 	<p>Teachers Teaching Assistants EIP</p>
<ul style="list-style-type: none"> Finance – ensuring the Academy can maintain a balanced budget 	<ul style="list-style-type: none"> Academy will not be financially stable Standards will not be raised across school due to lack of resources Resources will not be available Staff cuts will be seen 	<p>3X 2 = 6</p>	<ul style="list-style-type: none"> A restructured staffing structure; Resources are strategically purchased Ensure resources are used carefully and not wasted All staff work to ensure numbers within school continue to rise and then remain constant 	<p>treat</p>	<ul style="list-style-type: none"> Staffing restructuring Careful budgeting Create fundraising opportunities Support of SEN within given budget 	<p>SLT Office Manager LAC</p>
<ul style="list-style-type: none"> End of Key Stages 	<ul style="list-style-type: none"> Standards will not be 	<p>3 X 3 = 9</p>	<p>Pupil Progress meetings half termly are</p>	<p>treat</p>	<ul style="list-style-type: none"> Create booster sessions for 	



<p>– securing the maintaining of standards in Y6 and rising standards in Y2 so we will match National Standards as a minimum</p>	<p>raised</p> <ul style="list-style-type: none"> • Keeping numbers of children in school rising • Impact on Ofsted grading • Impact for SUAT and future schools joining the Trust • Impact on DfE expectations 		<p>even more rigorous, especially for specific groups Migration Data is carefully studied Data analysis is thorough and shared with development points Moderation of standards with other schools within Lichfield and SUAT clusters; internally via subject areas and KS meetings</p>		<p>Year 2 as well as 6 to support specific groups</p> <ul style="list-style-type: none"> • Introduce forest schools to engage learners; • Tracking of individual children and their progress made more rigorous, especially for groups; • Assessments used clearly to inform planning • Ensure children are exposed to exam techniques in all classes 	
<ul style="list-style-type: none"> • Staff wellbeing – mental health, stress and wellbeing, significant pressure on a relatively inexperienced new leadership team 	<ul style="list-style-type: none"> • Staff absence due to work related stress • Impact on individual needs- work/ life balance; • Capacity and consistency to help the Academy improve 	<p>3 X 2 = 6</p>	<p>Careful budget planning and monitoring of the budget Staff well being survey undertaken Staff have access to thinkwell and OHU Team stress risk assessment in place; Support to each other; End of term social events/ celebrations; Wellbeing is a priority on ADP for staff and pupils</p>	<p>treat</p>	<ul style="list-style-type: none"> • Risk assessments in place; • Support/ team work networks in place; • Risk identified; • Effective use of coaching to support each other • Training given to support staff in areas required 	