

Risk Management Table for Trust Schools Discovery Academy Nov 2024 (Bev Oldham)

Questions	Yes./no	Identified risk	Action required
Strategic risk			
Has the local governing board agreed a three-to-five-year strategic plan which outlines risks and opportunities?	Specific risks are identified at the end of this schedule.	N / A	
Does the agreed strategic plan include clear key performance indicators that support successful evaluation of the strategy?		N / A	
Has the local governing board and SLT sought to evaluate the strategic plan of schools who serve the same community and age of children to understand any potential impact?		No negative impact – the school has a high profile and has 28 pupils in Reception in September 2026	As per the specific risk at the end of this table there is a perception locally that the school particularly serves special needs pupils. The school are aware and continually monitor if this is an issue.
Is there an SDP in place that is reviewed on a regular basis with clear success criteria set?	Yes – set and updated annually.	N / A	
Is the school operating at its published admission number (PAN)?	Yes – if amendments are required a consultation process is carried out.	N / A	
If the school is not operating at its PAN, is there a plan in place to increase pupil numbers?	N / A	N / A	
Is there a strategic recruitment plan in place that ensures staff with the right skills and experience are employed in the right roles?	Yes – across the Trust.	N / A	
Is there a high-quality induction process in place for all new staff and governors?		This is being developed at Trust level and then with individual schools.	Governors need clear training and guidance on their role in exclusion panels - this has been set and asked to be completed but no LGB members have met the deadline
Are there robust performance management procedures in place for all staff, with objectives set that are aligned to the strategic plan and SDP?	Yes at Head / Principal level – then followed by Head / Principal with all	N / A	

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	teaching staff and other staff where appropriate.		
Has the local governing board undertaken an annual skills audit?	Yes completed annually.	N / A.	
Does the local governing board use the results of the skills audit to set committee structures, inform recruitment to the governing board and delegate governor monitoring?	Yes	N / A.	
Does the local governing board review its own performance and that of the chair on an annual basis?	Yes.	N / A.	
Is the local governing board carrying any vacancies?	YES		Community Gov from Sept 2026
Has the local governing board analysed the diversity of the board and established a recruitment plan to increase board diversity, if necessary?	Co-ordinated at Trust level		
Does the local governing board have agreed terms of reference in place for full governing board meetings and committees?	Yes – established with the Trust.		
Is there a robust process in place to identify, record and manage any potential conflicts of interest on the local governing board?	Yes – managed with the Trust.		
Is there an appropriate and purposeful committee structure in place that is reviewed on an annual basis?	Yes – managed with the Trust		
Are there agreed terms of office in place for the chair and vice chair?	Yes – managed with the Trust		
Has the local governing board established a reporting schedule to ensure the SLT report on priority areas on a regular basis?	Linked to annual plan and LGB agendas.		
Does the agreed reporting process include all key areas, e.g. finance, curriculum, safeguarding, staffing, risk management and school improvement?	Yes, in the Headteacher Report.		
Does the local governing board have a training and development plan in place?	Statutory training schedule No Gov Development plan		

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Does the local governing board keep themselves abreast of local and national issues that may impact on or influence the school?	Yes – supported by the Trust and the school.		
Is the local governing board supported by a skilled and professional clerk?	Yes – supported by the Trust.		
Is the local governing board satisfied that the clerk has been allocated an appropriate number of hours to undertake the role effectively?	Yes – supported by the Trust.		
Is there a robust Business Continuity Plan in place that covers all potential unforeseen major incidents?	Yes – Part A at Trust level developed in Part B by schools.		
Operational risk			
Are safeguarding procedures compliant and reflective of statutory guidance e.g. the most up-to-date version of Keeping Children Safe in Education ?	Yes – Trust and school level policies and procedures.		
Does the curriculum reflect national curriculum standards and requirements?	Yes – Trust level policy supported by school level policies.		
Is the curriculum broad and balanced and does it provide enrichment opportunities for all pupils?	Yes – following the National Curriculum.		
Is the curriculum inclusive and planned to meet the individual needs of all pupils?	Yes – following a review of the school's website and discussions with senior leaders.		
Are governors aware of the intent of the curriculum, how it is implemented and its impact on pupils' knowledge?	Clear on documents provided on the school website.		Remind governors of the information available on the school website.
Is there an effective assessment process in place for tracking pupils' attainment and progress?	Yes – all schools in the Trust input into one system using agreed criteria.		
Do governors understand why the SLT tracks pupils' attainment and progress, and how often and how the data is used?	Yes through information provided to governors by the school.		
Do governors ensure that pupil assessment and data tracking is purposeful, proportionate and does not impact on the health and wellbeing of staff?	Yes – this is co-ordinated at Trust to minimise the workload on staff, with one common system in place at all schools.		Trust to arrange training session for governors from schools across the Trust to describe the approach.

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Is internal and external moderation a key element in the assessment of teaching and learning?	This is carried out at individual school level and then across schools in the Trust, and by the School Improvement Partner and Chief Executive Officer as appropriate.		
Is there appropriate pastoral provision in place to meet the wellbeing needs of all pupils so they are supported and ready for learning?	Yes – clear from discussions with the school and information provided on the school website.		
Is there a robust Behaviour for Learning Policy in place that reduces disruption and improves learning outcomes and achievement?	Yes - there is a Behaviour Policy which sits at Trust level which is supplemented at school level with site specific policies.		
Do governors receive information regarding pupil behaviour, including data on the number of bullying incidents inclusive of racial, homophobic, disability or gender-related incidents?	Yes, in the Headteacher Report.		
Do senior leaders provide governors with up-to-date information relating to exclusions and pupil mobility?	Yes, in the Headteacher Report.		
Is there a robust and consistent Attendance and Truancy Policy in place for pupils?	Yes - there is an Attendance Policy at school level.		
Is there a robust and consistent Staff Absence Management Policy in place?	Yes – at Trust level.		
Has the school secured the support of a suitable school improvement partner?	Yes - at Trust level schools are supported by School Improvement Associates and the Chief Executive Officer.		
Is pupil premium funding used effectively to improve outcomes for disadvantaged pupils and to close the gap between them and non-disadvantaged pupils?	Yes, clear from information provided by the school.		
Is the PE and sports premium funding used effectively to improve outcomes for pupils, include those pupils who are hard to reach?	Yes, clear from information provided by the school.	Funding finishes in Dec 2026	
Are improved outcomes for pupils achieved through the PE and sports premium funding sustainable?	Yes, clear from information provided by the school.	Funding finishes in Dec 2026	

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Are there asset management procedures in place?	Yes.		
Are IT systems adequate and fit-for-purpose?	Yes.		
Do IT systems support curriculum delivery effectively?	Yes.		
Are IT systems used to effectively safeguard pupils?	Yes, safeguarding audit carried out.		
Does the school keep a record of who its main IT providers are?	Yes.		
Has the school identified its most important digital services, and sought assurance about its security?	Yes.		
Does the school have an effective backup and restoration plan in place if access to data is lost?	Yes.	.	
Has the school got paper copies of important data to help operate in the event of lost internet access?			
Is the risk of cyber incidents or attacks considered in the school's governance and IT policies?	In progress	As above	
Have staff been trained to identify and avoid cyber security threats and incidents?	Yes.	Discovery has Cyber Risk accreditation GDPR training is available for all schools for staff and governors through the DPO service offered to schools.	
Are there up-to-date role descriptions in place for all members of staff?	Yes and no.	For all Trust appointed members of staff these exist but not necessarily for all TUPE'd members of staff.	School has one TUPE'd member of staff
Is there a robust policy review schedule in place?	Yes.		
Is there a process in place for monitoring compliance with statutory responsibilities?	Yes.		
Are critical incident plans , including an Invacuation, Lockdown and Evacuation Policy and Fire Safety Policy , in place and practised and reviewed on a regular basis?	Yes. Supported by the Trust.		
Finance and resources risk			
Are there robust financial control processes in place?	Yes - this is monitored monthly by the Trust CFO and reviewed and		

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	updated with Headteachers / Principals on a termly basis.		
Are systems for collecting income efficient and monitored appropriately?	Yes - this is monitored monthly by the Trust CFO and reviewed and updated with Headteachers / Principals on a termly basis.		
Is expenditure adequately controlled and monitored?	Yes - This is monitored monthly by the Trust CFO and reviewed and updated with Headteachers / Principals on a termly basis.		
Is there a stock and resource management process in place?	Managed through the SBM.		
Are internal and external security systems adequate in protecting against theft and fraud?	Yes – this is supported by the CFO.		
Is there a balanced budget in place and is this reviewed and monitored by the governing board on a regular basis?	Yes– this is supported by the Trust Finance Officer and the CFO.		
Does the governing board monitor financial efficiency ?	Yes – this is supported by the Trust Finance Officer and the CFO.		
Do financial management procedures include a contingency fund?	Yes - the Trust has a reserves policy and schools work with the CFO to ensure that they have sufficient reserves relative to their size.		
Is there a building improvement and maintenance plan in place to prevent buildings falling into disrepair?	Yes. The Trust supports schools annually bidding for funding through the Condition Improvement Fund.		
Does the budget plan for a surplus at the end of the current financial year?	Yes - the Trust has a reserves policy and schools work with the CFO to ensure that they have sufficient annual reserves.		
Is there a budget forecast in place that plans for year-on-year surplus and is it regularly reviewed to ensure it is on track?	Yes - this is monitored monthly by the Trust CFO and reviewed and updated with Headteachers / Principals on a termly basis.		

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Does the budget include capital expenditure?	Yes.		
Is there a Debt Recovery Policy in place?	The CFO works with the schools linked to debt recovery and a policy is in development.		
Are all financial reporting requirements adhered to? If Yes., how do governors know?	Yes. All requirements linked to the ESFA and Academy Trust Handbook (formerly called the Academies Financial Handbook) are completed at Trust level and reported to Trust Board.		
Is there appropriate insurance cover in place?	Yes. all schools have RPA in place.		
Are finance staff adequately trained and do they have access to continued professional development?	Yes.		
Compliance risk			
Are school policies compliant with statutory responsibilities?	Yes.		
Is employment legislation complied with; for example, The Equality Act 2010, The Working Time Regulations 1999 and The Race Relations Act 1976?	Yes.		
Is environmental legislation complied with, for example, The Waste (England and Wales) Regulations 2011 and the Hazardous Waste (England and Wales) Regulations 2005?	Yes.		
Does the school adhere to health and safety legislation?	Yes - SLA signed up to for all schools within the Trust with Tameside MBC.		
Does the school have a Data Protection Policy that is compliant with the GDPR and Data Protection Act 2018 , and are procedures consistent with the policy?	Yes – Trust Policy is in place with training offered to all schools and GDPR audits programmed through DPO SLA.		
Are there members of the SLT who have delegated responsibility for compliance and policy review?	Yes.		
Is there a compliance and policy monitoring plan or system in place?	Yes.		

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Are senior leaders with teaching responsibility given adequate time to undertake additional roles related to policy management and compliance?	Yes.		
Do staff with responsibility for compliance and policy management receive adequate training?	Yes.		
Are non-statutory reporting requirements adhered to?	Yes.		
Has a website audit been undertaken to ensure statutory information is published on the trust website?	Yes – Trust carries out frequent review and updates of the Trust and school websites.		
Reputational risk			
Is there a clear Staff Code of Conduct in place that sets out expectations for all staff and volunteers, including governors?	Yes.		
Does the Board of Trustees Code of conduct refer to the 7 principles of public life ?	Yes – these form part of the Code of Conduct for Members, Trustees and Governors at schools across the Trust		
Are all code of conduct's reviewed and shared with all staff on an annual basis?	Yes.		
Is the duty of care to staff of high enough quality to support staff members and retain them?	Yes.		
Is the wellbeing of all staff considered as a priority when reviewing existing policies and processes and implementing new ones?	Yes. Trust is implementing a Wellbeing Policy, have a Wellbeing Group and policies are reviewed by this group.		
Are Exit Interview Forms used to identify any trends in staff turnover and support the successful retention of staff?	Yes – these are in place across the schools.		
Do governors encourage parents moving their children from the school to complete a Parent Exit Questionnaire ?	This is not a particular issue for Discovery.		
Does the school invite pupils leaving the school to complete a Pupil Exit Satisfaction Survey ?	The school engages with the pupils throughout and gets frequent feedback.		
Does the school foster a culture where all staff and volunteers model the agreed school values?	Yes.		

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Is there an effective communication plan in place that is flexible, diverse and that considers the different stakeholders the school communicates with?	Yes.		
Does the communication plan enhance engagement with stakeholders and include processes to actively seek feedback from them?	Yes.		
Does the school have a social media strategy in place?	Yes – there is a Trust Social Media Policy in place.		
Are the school's social media accounts adequately protected and managed to prevent negative comments being published online?	Yes.		
Does the school encourage all parents to contribute to Ofsted's Parent View throughout the year to gain balanced feedback?	Yes.		
Is there a link to the school's Parent View page published and easily found on the school website?	Yes.		

	Additional areas identified:	Risks / mitigation:
1.	Admissions – numbers for future reception places affected by falling numbers	We have managed to now secure 28 pupils for Reception 2026
2.	Financial costs linked to SEN pupils	This is still an issue and whilst funding is increasing, it still doesn't meet the additional funding for pupils who require 1:1 support or similar. Trust currently recruiting a central SEN / Ed Psych support. The trust have a Mental Health Lead and RIC in all schools. Speech and Language support and a counsellor to support children's mental health across all schools is next step. This would significantly improve the provision for Trust schools and the timescales in which pupils can be seen. Since Sept 2024, school have been successful in securing a number of high need EHCP funding agreements to support some children. This has released any financial pressures for those..

	Additional areas identified:	Risks / mitigation:
3.	Staffing – new leadership team	As of Sept 2026, there will be a new leadership structure. Exec Head 2.5 x per week, Head of School FT, Assistant Head/Year 6 teacher FT. There are 4 TLRS also. A number of staff are now UPS.
4.	Future years admissions	No known medium / long term plan for the school to increase to 2FE. At the current time there are not the pupils to support an increase in the school PAN. The approval for Godley Village had been finalised in Oct 2024 but further delays mean still no final date for starting work.. There are no plans for a Primary School to be built and so could increase the capacity at Discovery and surrounding schools