

Appendix 1 – Risk Based Assessment Model

		SEVERITY			
		ACCEPTABLE	TOLERABLE	UNDESIRABLE	INTOLERABLE
		LITTLE TO NO EFFECT ON SCHOOL / PLACES / PROVISION	EFFECTS ARE FELT, BUT NOT CRITICAL TO SUFFICIENCY / PROVISION / SAFETY	SERIOUS IMPACT TO OPERATION OF SCHOOL / TYPE OF PROVISION OFFERED	COULD RESULT IN CLOSURE OF SCHOOL, LOSS OF ACCESIBLE SCHOOL PLACES AND/OR INJURY TO STAFF/CHILDREN
LIKELIHOOD	IMPROBABLE RISK IS UNLIKELY TO OCCUR	LOW - 1 -	MEDIUM - 4 -	MEDIUM - 6 -	HIGH - 10 -
	POSSIBLE RISK WILL LIKELY OCCUR	LOW - 2 -	MEDIUM - 5 -	HIGH - 8 -	EXTREME - 11 -
	PROBABLE RISK WILL OCCUR	MEDIUM - 3 -	HIGH - 7 -	HIGH - 9 -	EXTREME - 12 -

Example

School x and y are with in the same place planning area.

School x

Priority	Context	Risk Score
1. Ensuring our school buildings are safe for staff and children (Estates sub-group)	There are no health and safety issues	1
2. Ensuring our physical capacity remains in adequate condition to ensure school places are accessible (Estates sub-group)	The school has a heating system which is old, inefficient and has failed 2 times in the last 18 months causing the school to close temporarily.	12
3. Resolving under/oversupply of school places (Sufficiency and Admissions sub-group)	The school sits within a planning area 1 which has a total surplus of 0.5%. This falls short of the 6-8% required.	11
4. Adapting our existing schools to aid operation and efficiency (Education Improvement and Inclusion sub-group)	<p>The locality where this school sits has high numbers of children with Autism Spectrum Disorder. Classrooms in the school have poor light levels and acoustics. The school has no withdrawal space.</p> <p>The school despite having good leadership is struggling to raise the pupils attainment</p>	8

5. Adapting our existing schools to meet local need (Education Pillar)	The majority of children living in this planning area attend schools within the same planning area.	1
Total		33

School y

Priority	Context	Risk Score
1. Ensuring our school buildings are safe for staff and children (Estates sub-group)	There are no health and safety issues	1
2. Ensuring our physical capacity remains in adequate condition to ensure school places are accessible (Estates sub-group)	The school is in good condition	1
3. Resolving under/oversupply of school places (Sufficiency and Admissions sub-group)	The school sits within a planning area 1 which has a total surplus of 0.5%. This falls short of the 6-8% required.	11
4. Adapting our existing schools to aid operation and efficiency (Education Improvement and Inclusion sub-group)	The locality where this school sits has high numbers of children with autism spectrum disorder. The school has limited withdrawal space which it is having to timetable to ensure best use	5
5. Adapting our existing schools to meet local need (Education Pillar)	The majority of children living in this planning area attend schools within the same planning area.	1
Total		19

School x demonstrates a greater risk/impact score and as such will be prioritized for investment over school y.

