

KATHARINE LADY BERKELEY'S SCHOOL

Annual General Meeting 24 February 2016

**Accounts for the academy financial year
1 September 2014 to 31 August 2015**

Conclusions

- The auditors had nothing to report by exception – the audit is therefore ‘unqualified’
- ‘Nothing has come to our attention which suggests that in all material aspects the expenditure disbursed and the income received has not been applied to the purposes intended by Parliament and the financial transactions do not conform to the authorities which govern them.’

Management Letter

- No high risk observations.
- One medium risk observation concerning the lack of external independent review during the year but it was accepted that this was due to extenuating circumstances affecting the Responsible Officer (RO) in post during the year. A new RO is now in post.

Year end revenue and non-grant capital position

Page 23

Restricted funds	215,115
Unrestricted funds	68,183
Total excluding fixed assets (ref page 8)	283,298
Less school fund	- 41,874
Total revenue and capital carried forward	241,424

Page 36

Unrestricted Funds	68,183
<i>Restricted Funds</i>	
General Annual Grant	63,869
Other DfE/EFA Grants	59,626
Other Government Grants	30,349
Other Donations	19,397
Total revenue and capital carried forward	241,424

School Fund account	41,874
Total carried forward (ref page 8)	283,298

Overall funds

		Depreciation:	
Fixed assets Sept 2014 exc depreciation (page 34)	34,332,160	Buildings (2%)	644,033
Additions during 2014/15	342,218	Vehicles (20%)	1,167
Total at 31 August 2015	34,674,378	Fixtures (10 - 20%)	45,309
		Computers (25%)	54,661
Depreciation at September 2014	2,467,413	Improvements (4%)	63,656
Depreciation during 2014/15 (page 31 and 34)	808,826	Total	808,826
Total	3,276,239		
Net book value 31 August 2015	31,398,139		
Total restricted and unrestricted	283,298		
Unallocated fixed assets	85,869		
Pensions liability	-1,990,000		
Total funds (pages 22, 23, 36 and 37)	29,777,306		

Budget 2014/15

Expenditure			Income		
Staff teaching	4,249,644	59.50%	EFA+SEN	5,448,528	76.73%
Staff supply and cover	168,599	2.36%	Sixth form	1,131,514	15.93%
Staff learning support	286,483	4.01%	Other	106,242	1.50%
Staff clerical/technical	777,102	10.88%	Pupil premium	123,418	1.74%
Staff site and cleaning	266,718	3.73%	Meals	200,128	2.82%
Catering staff	99,056	1.39%	Capital income	91,249	1.29%
<i>Total staffing</i>	<i>5,847,602</i>	<i>81.88%</i>	Total income	7,101,080	
Utilities	82,321	1.15%	In year balance	- 40,838	
Capital maintenance	156,970	2.20%			
Other	882,250	12.35%	From 2013/14	282,262	
ICT	90,786	1.27%			
Catering costs	81,989	1.15%	Carried to 2015/16	241,424	
Total expenditure	7,141,918				

Budget 2015/16

Expenditure			Income		
Staff teaching	4,316,500	60.78%	EFA+SEN	5,611,272	78.68%
Staff supply and cover	155,000	2.18%	Sixth form	1,094,802	15.35%
Staff learning support	318,095	4.48%	Other	58,700	0.82%
Staff clerical/technical	684,500	9.64%	Pupil premium	113,095	1.59%
Staff site and cleaning	260,000	3.66%	Meals	200,000	2.80%
Catering staff	105,000	1.48%	Capital income	54,000	0.76%
<i>Total staffing</i>	<i>5,839,095</i>	<i>82.22%</i>	Total income	7,131,869	
Utilities	91,000	1.28%	In year balance	30,033	
Capital maintenance	154,000	2.17%			
Other	845,741	11.91%	From 2013/14	241,424	
ICT	92,000	1.30%			
Catering costs	80,000	1.13%	Carried to 2015/16	271,457	
Total expenditure	7,101,836				

Teacher salary cost pressures

Teacher salaries 2014/15	4,250,000
Employer's pension contribution increase	84,000
NIC increase (5 months)	44,000
Pay increase	42,000
Incremental 'drift'	90,000
Total	4,510,000
Staff reduction	165,000
PP support from teaching to Learning Support	30,000
Total reduction	195,000
Teacher salaries 2015/16	4,315,000

Student number actuals and forecasts

	Y7		16+		Total	
	Forecast	Actual	Forecast	Actual	Forecast	Actual
2012	222	224	303	300	1505	1493
2013	211	220	300	276	1455	1448
2014	248	245	275	274	1455	1454
2015	213	244	280	285	1431	1453
2016	178	248?	275	285?	1372	1455?
2017	211		266		1343	
2018	213		259		1329	
2019	224		269		1315	
2020	197		269		1292	

Budget forecast

	Oct-14	Oct-15	Oct-16	Oct-17
Funding student numbers				
Year 7 – KLB forecast	245	244	248	228
GCC Forecast	248	216	182	203
Sixth form	274	285	275	266
Total	1454	1453	1464	1452
	2015/16	2016/17	2017/18	2018/19
Expenditure				
Teaching	4,316,500	4,360,000	4,400,000	4,400,000
Supply	155,000	140,000	140,000	140,000
Clerical/Technical/Site	944,500	952,000	962,000	972,000
Learning Support	318,095	280,000	282,000	284,000
Catering	105,000	105,000	105,000	105,000
	5,839,095	5,837,000	5,889,000	5,901,000
Capital maintenance	154,000	155,000	155,000	155,000
OtherExp	1,028,741	1,025,000	1,025,000	1,025,000
MealsExp	80,000	80,000	80,000	80,000
	7,101,836	7,097,000	7,149,000	7,161,000
Income				
EFA+SEN+Sixth+PP	-6,819,169	-6,787,345	-6,846,898	-6,796,722
OtherInc	-58,700	-58,000	-58,000	-58,000
Meals income	-200,000	-200,000	-200,000	-200,000
Capital income	-54,000	-55,000	-55,000	-55,000
	-7,131,869	-7,100,345	-7,159,898	-7,109,722
In year	-30,033	-3,345	-10,898	51,278
Brought forward	-241,424	-271,457	-274,802	-285,700
End of year	-271,457	-274,802	-285,700	-234,421

Examination Results

A2 results	2015	2014	2013
% entries resulting in grades A*/A	40.5%	35.7%	32.2%
% entries resulting in grades A*/A/B	68.7%	65.6%	65.1%
% entries resulting in grades A*-E	99.5%	99.2%	99.2%
Average points per entry	226.2	229.7	227.3
Average points per candidate	901.9	885.5	855.8
Academic progress measure	0.23	0.12	0.08
GCSE results	2015	2014	2013
% 5 or more grades A* to C (EM)	73%	68%	69%
% entries resulting grades A*/A	30.5%	34.8%	31.9%
% achieving English Baccalaureate	44.8%	45.80%	41.9%
% 5 or more A* to C inc EM (PPI)	56%	44%	39%
% 5 or more A* to C inc EM (non PPI)	75%	71%	72%
Difference	19%	27%	33%
Best 8 VA score	1021.9	1008.7	999.5

The Wider Education Context

Reform of Qualifications and School Performance Data

2016 First teaching of new GCSEs in other subjects other than English and mathematics (which started in September 2015)

First publication of new performance table system:

- Progress 8
- Attainment 8
- % Grade C or better in En/Ma
- % Ebacc

2017 English and mathematics graded on a new 1 to 9 scale (9 is highest)

2018 All GCSEs graded on new 1 to 9 scale

The Wider Education Context

- Concern over teacher recruitment, particularly in mathematics and physics
- Continuing focus on disadvantaged (Pupil Premium) students, concern over precarious headline statistics due to the effect of individual students' circumstances on the overall data for a small cohort
- Continuing budgetary pressure from increased costs but uncertainty over income
- Pressure on schools to join Multi Academy Trusts
 - Presents particular challenges in the context of this school

School Improvement Plan 2014/15

1. Student progress priorities:

- a. Three levels of progress for students with low prior attainment in mathematics – 50% to make at least 3 levels of progress.

60% made at least 3 levels of progress in summer 2015

- b. Overall progress, best 8 value added to exceed 1005

Best 8 value added score in 2015 – 1021.9

- c. To achieve 85% three levels of progress in each of English and mathematics.

82% three levels of progress in each subject, from 74% and 76% respectively in 2014

- d. To identify and implement strategies for improving the GCSE grades awarded in French, German and Spanish.

Improved results sustained in 2015, 86% A* to C in each of French and German and 99% A* to C in Spanish

- e. To achieve ALPS grade 4 or better for Biology and Chemistry

ALPS grade 4 achieved for both subjects in 2015

School Improvement Plan 2014/15

2. To develop and implement a new system for tracking and reporting progress during Key Stage 3.

New system developed during summer term 2015 and implemented in September 2015, replacing National Curriculum levels by equivalent GCSE grades based on scores obtained in formal testing.

3. Curriculum reviews:

- a. Post 16 to take account of new AS qualification

Review carried out – A and AS co-taught in Year 12.

- b. Key Stage 3 with a particular emphasis on students with low prior attainment

KS3 revised based on bridging the gap between KS2 and the demands of KS4

- c. Key Stages 3 and 4 to take account of GCSE specification changes

As above together with preparation for new GCSEs in English and mathematics – iGCSE replaced by 'home' board English (AQA)

School Improvement Plan 2014/15

4. Pupil premium:

- a. Review use of funding, moving the emphasis away from intervention through extraction across the curriculum to providing subject specialist support when that subject is timetabled.
- b. For 'gap' between PP and non-PP to continue to narrow. 5+ A* to C gap less than 20 percentage points in 2015.

Emphasis moved to subject specialist support as above. 5+ A* to C with En and Ma gap reduced to 19% points in summer 2015.

5. Literacy and Numeracy strategies – to continue development.

6. To reduce staffing levels and to identify other efficiencies so that expenditure matches the budget forecasts required to retain a sufficient operating surplus (at least £100,000?).

Staffing levels reduced by approximately 4 fte in each of teacher staffing and finance/ clerical staffing. Operating surplus projected to exceed £200,000.

School Improvement Plan 2014/15

5. To develop and implement a marketing strategy in order to mitigate the effects of demographic change in this area. This to include working with Year 5 pupils to make this the school of choice at the end of Year 6.

More assertive marketing used to promote school, including advertising outside our catchment area. Anticipated 2016 intake substantially higher than GCC forecast.

6. To implement cashless catering in order to provide an audit trail for money paid for school meals and to avoid the identification of students receiving free school meals.

Cashless catering planning, preparation and associated infrastructure in place – implemented as from November 2015.

7. To ensure that the school is in a position to take advantage of capital grants that may become available for major development, for example dining and post 16 accommodation.

2014/15 focus on science accommodation due to health and safety issues and deterioration of basic infrastructure.

School Improvement Plan 2015/16

- 1) Assessment and monitoring progress at Key Stage 3
 - a) To continue the redevelopment of tracking progress in Years 7 and 8 using levels/descriptors (ladders, thresholds...) or relative attainment with targets set for the end of Year 8
 - b) To extend the use of GCSE criteria in Year 9 for tracking progress so that projected GCSE grades can be used throughout Years 9, 10 and 11.
- 2) To make the quality of marking and feedback consistent throughout the school through agreed guidelines concerning the nature and frequency of marking and the explicit reference to this in lesson observations and appraisal.
- 3) Pupil premium 'gap'. To continue to support students through additional in class support in mathematics, small group extraction from English and mentoring from specialist support workers in order to help students in receipt of Pupil Premium funding to make similar progress to other students.
- 4) Progress made by less able in mathematics. To continue to provide additional support for these students in preparation for the new GCSE examinations and the entry of as many as possible for the Higher Level examination.
- 5) Attainment at GCSE in English.
 - a) To review the use of the iGCSE, particularly in light of its removal from the performance tables as from 2017.
 - b) To understand how to enable overall results with the home board GCSE to be in line with historical results and to be consistent over time.

School Improvement Plan 2015/16

- 6) Making/enabling the new staffing structures to fulfil the needs of the school. Particular pressure points are:
 - a) Reduced leadership capacity;
 - b) Reduced secretarial support for departments;
 - c) Site team efficiency;
 - d) Avoiding a mismatch between curriculum need and subject specialisms.
- 7) Managing the reduced and reducing income. To ensure that teacher staffing is reduced in line with changing student numbers in order to maintain a balanced budget.
- 8) Cashless catering – to be implemented alongside new dining arrangements with a target date of the end of October 2015.
- 9) To consider reducing the school's PAN to 220. This takes into account the Gloucestershire forecast number and is to be considered due to the negative practical and other implications of having spare places. However, the decision needs to be informed by possible changes to traditional intake patterns.
- 10) To develop the links between the school improvement plan, performance management and professional development for all staff in order to fully support school improvement.
- 11) Publicity and marketing, focussing on Year 12 as well as Year 7 intakes to include:
 - a) More publicity surrounding the successes of the school;
 - b) Publicising the high quality and effective support provided for students with SEN;
 - c) Ensuring that parents/carers outside our immediate catchment area are aware of what the school can offer their children.