

Katharine Lady Berkeley's School

AGM 9 March 2023



2021/22

- Summer 2021 (TAGs)
- 'Living with Covid'
 - Some measures
 - Testing, staggered starts, virtual meetings
 - Events back in school/trips started again
- Focus on lost learning and wellbeing
- January: change in leadership
- Exam classes:
 - decisions pending
 - planning for 2 possible routes

Presentation of Annual Report

Conclusions

Annual Report And Accounts

- The auditors had nothing to report by exception – the audit is therefore ‘unqualified’ (*ref page 21/22*)

Management Letter

- No unresolved audit issues from the 2020/21 audit.



Presentation of Annual Report

Management Letter

Low Risk Items

- 1) One trustee's interest form was incomplete and did not include details of all relevant business interests. The register of interests on the website was incomplete.
- 2) Depreciation has been charged on an asset not yet in use.

Advisory Items

- 1) Scrutiny visits have focused on very similar topics over the last two years.
- 2) There is no internal scrutiny officer in post after the year-end.

Financial Review

- The overall surplus in 2021/22 was £175,630 (page 8)
- Cash and cash equivalents as at 31/8/22 was £1,129,298 (page 29)

Year end revenue and non-grant capital position

Page 28

Restricted funds (page 8)	692,499
Unrestricted funds (page 8)	53,481
Total excluding fixed assets	745,980
Less school fund (page 42)	- 41,290
Total revenue carried forward	704,690

Year end revenue and non-grant capital position

Page 28

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<i>Restricted Funds</i>	
General Annual Grant	558,829
Catch-up Premium	22,282
Other DfE/EFA Grants	8,227
Other Government Grants	41,715
Other Donations	20,156
Total revenue carried forward	704,690

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Other Government Grants	41,715
Other Donations	20,156
Total revenue carried forward	704,690

School Fund account	41,290
Fixed asset funds (note 18, page 44 CA-CL)	205,074
Overall balance (page 28 Net current assets)	951,054

Management Accounts 2021/22 and 2022/23

Staffing	Actual	Budget 2022/23
Staff teaching	5,100,132	5,555,000
Staff supply and cover	339,831	316,000
Staff learning support	480,931	515,350
Staff clerical/technical	874,458	951,300
Staff site and cleaning	363,144	417,650
Staff catering	159,785	177,750
	7,318,181	7,933,050

Other costs		
Utilities	98,266	188,500
Maintenance	102,689	55,000
ICT	130,506	35,000
Catering	149,384	170,000
Other	907,570	1,012,190
Covid	52,229	0
	1,388,415	1,450,190
Total expenditure	8,706,597	9,393,740

Management Accounts 2021/22 and 2022/23

Income	Actual	Budget 2022/23
ESFA+SEN	-7,234,812	-7,506,731
Sixth Form	-1,184,392	-1,358,661
Teachers Pay and Pension Grants	-74,378	-56,100
Meals	-260,653	-300,000
Covid & Other	-126,868	-123,000
Total income	-8,881,103	-9,344,492
Total expenditure	8,706,597	9,393,740
Total income	-8,881,103	-9,344,492
Balance	-174,506	49,248

Budget forecast

Student numbers

	Oct-21	Oct-22	Oct-23	Oct-24
Year 7	257	249	258	250
Year 8	250	257	249	257
Year 9	248	252	257	249
Year 10	248	248	252	257
Year 11	255	246	248	252
Year 12	138	136	140	140
Year 13	135	143	136	138
11-16	1258	1252	1251	1265
Sixth form	273	279	276	278
	1531	1531	1527	1543

Budget forecast

2022/23	
Teaching	5,487,000
Other staffing	2,355,232
Other expend	1,543,233
Total expenditure	9,385,465
Pre 16 income	7,261,424
Post 16 income	1,414,761
Other income	835,745
Total income	9,511,930
In year	126,465
B forward	704,693
Balance	831,158

Budget forecast

	2022/23	2023/24
Teaching	5,487,000	5,913,000
Other staffing	2,355,232	2,476,496
Other expend	1,543,233	1,562,000
Total expenditure	9,385,465	9,951,496
Pre 16 income	7,261,424	7,491,822
Post 16 income	1,414,761	1,478,133
Other income	835,745	801,000
Total income	9,511,930	9,770,955
In year	126,465	-180,541
B forward	704,693	831,158
Balance	831,158	650,617

Budget forecast

	2022/23	2023/24	2024/25
Teaching	5,487,000	5,913,000	6,161,000
Other staffing	2,355,232	2,476,496	2,548,125
Other expend	1,543,233	1,562,000	1,608,350
Total expenditure	9,385,465	9,951,496	10,317,475
Pre 16 income	7,261,424	7,491,822	7,693,650
Post 16 income	1,414,761	1,478,133	1,463,999
Other income	835,745	801,000	815,000
Total income	9,511,930	9,770,955	9,972,649
In year	126,465	-180,541	-344,826
B forward	704,693	831,158	650,617
Balance	831,158	650,617	305,791

Budget forecast

	2022/23	2023/24	2024/25	2025/26
Teaching	5,487,000	5,913,000	6,161,000	6,370,000
Other staffing	2,355,232	2,476,496	2,548,125	2,617,143
Other expend	1,543,233	1,562,000	1,608,350	1,643,000
Total expenditure	9,385,465	9,951,496	10,317,475	10,630,143
Pre 16 income	7,261,424	7,491,822	7,693,650	8,026,425
Post 16 income	1,414,761	1,478,133	1,463,999	1,475,352
Other income	835,745	801,000	815,000	862,000
Total income	9,511,930	9,770,955	9,972,649	10,363,777
In year	126,465	-180,541	-344,826	-266,366
B forward	704,693	831,158	650,617	305,791
Balance	831,158	650,617	305,791	39,425

The Future Financial Climate for KLB

- Funding:** National Funding Formula Increase from £5,415 per student in 2021/22 to £5,525 (2% inc.) 2022/23 and £5,715 (3.4%) 2023/24. 2022/23 onwards – schools are still underfunded so three top up or supplementary ESFA grants exist, clearly highlighting the school funding formula is already out of date/not fit for purpose.
- Cost of living crisis:** Cost of utilities, educational supplies & some non-educational supplies very uncertain and all rising, inflation 10.1% in Jan'23.
- Staff Costs:** Government proposal to make minimum teaching salary £30k per year by Sep 2024 (originally Sep 2023), and minimum 3.5% pay increase. Non-teaching salary costs – Gov proposal deleting bottom spinal point, increasing holiday by 1 day and £1,925 pay increase for all staff from Apr'23. This is in order just to stay above NLW but creating a further problem of compressing spinal point ranges this could impact future recruitment.

The Future Financial Climate for KLB

How KLB plan to address the funding gap;

- 1) Staff Recruitment and Retention – where possible adjusting the curriculum/timetable and managing recruitment to make savings when staff leave or retire.
- 2) Contracts - where possible buy into long term deals e.g. Electric, Gas to give greater cost guarantees.
- 3) Savings - Potential savings from the New Building of KLB, limit department spending
- 4) Apply for DfE CIF funding to finance ongoing Capital works outside of the New Build.
- 5) Investing further in budgeting and forecasting software, analytics and reporting in order to develop scenario planning further. This will ensure Head Teacher and Trustees can have the most up to date and accurate short & long term financial forecasts.

Review of Objectives

- GCSE / A level results 2022
- School Development Plan 21/22



GCSE grades (2022)

	EXAMS	CAGS	TAGS	EXAMS
	2019	2020	2021	2022
Cohort	250	233	246	252
KS2 APS	5.12	5.03	4.98	5.02
P8	0.15	0.33	0.61	0.38
9-7%	30	31	36	37
9-5%	67	70	74	77
9-4%	82	86	90	89
9-5 EM %	60	61	63	73
9-4 EM %	82	82	85	86
Entering Ebacc %	53	54	56	39
Ebacc (9-5) %	31	36	37	29

A Level grades (2022)

	EXAMS	CAGS	TAGS	EXAMS
	2019	2020	2021	2022
%A*	10	20	20	21
%A*-A	32	50	50	52
%A*-B	65	74	78	81
%A*-E	99	99	100	100
Red teaching (top 25% depts)	2	1	1	1
Blue teaching (lowest 25% depts)	2	2	2	1
Provider quality indicator	2	2	2	2
T score	2	1	1	1
3 year T score	2	2	2	2

Priorities 2021/22

Teaching & Learning

Great Teaching
Non-negotiables
Developing practice

Curriculum

Rich curriculum
Extra-curricular and
enrichment

Inclusion

Developing & embedding
the new inclusion model

Community

Strong and United community

Well-Being

Keeping children &
colleagues safe & well
Excellent Pastoral support

Environment

Inspiring environment
New build

Attendance & Behaviour

Ensure high attendance and
excellent behaviour

Progress

Boys & the most able

Personal Development

Respect for All
PD programme



Governance Review

Update on 2022 Forward Look

- Confirming the appointment of a permanent headteacher 
- Completing a Trustees Skills Matrix assessment and then recruiting to fill the identified gaps 
- Refocusing the work of the Trustees Post Covid – getting back into schools regularly 
- Re-establishing links with Staff broken during Covid 
- Creating greater and more tangible links between the School and Trustees that will drive measurable outcomes 
- Supporting the rebuild programme 

Governance Review

2023 Forward Look

- Confirming the appointment of a permanent headteacher
- Completing an external review of Governance
- Recruit new Trustees to fill identified skills gaps
- Continuing to visit school and meet the staff
- Continuing to create greater and more tangible links between the School and Trustees that will drive measurable outcomes
- Continuing to support the rebuild programme

Governance Review

Headteacher Recruitment Update – Key Dates

- Advert goes live no later than the 17th March
- Closing Date is the 30th March
- Shortlisting w/c 3rd April or 10th April
- Interviews w/c 24th April

Governance Review

Trustee Composition and Experience

Name	Constituency	Experience	Roles
Hannah Khan	By Member invitation/ EX OFFICIO	Acting Head Teacher, KLB School	Acting Head Teacher
Andrew Covell	Parent / Foundation Appointed	Chartered Quantity Surveyor	Chair, Member of C&W and FSP Committees
Sarah Plant	Co-opted	R&D Engineer	Vice Chair, Chair of T&L, Member of FSP Committee
Simon Weston	Member Appointed	Chartered Architect	Safeguarding Trustee, Chair of C&W Committee
Ann McDonald	Foundation Appointed	Retired School Principal	Chair of FSP Committee
Paul Downs	Parent	Chartered Civil Engineer	H&S Trustee, Member of T&L and FSP Committees
Stephen Watson	Parent	Royal Navy Officer	Member of T&L Committee
Zarah Morwood	Parent	Employment Lawyer	Deputy Safeguarding Trustee, Member of C&W Committee
Sharon Reynolds	Associate	Head of Psychology, KLB School	Member of T&L Committee
Lucy Stacey	Associate	Office Administrator, KLB School	Member of C&W Committee

Governance Review

Trustee self-assessment

The Trustees conducted their annual governance review in June 2022 using the National Governors Association (NGA) Skills Audit, the results of this audit can be found below:

		Statement	Overall score
Section 1a. Strategic leadership	1	I have governing experience in a school or in a different sector	3
	2	I am/have been chair of a board or committee	3
	3	I have experience and expertise in developing a strategy	3
	4	I know what the school's strategic priorities are	3
	5	I can identify key risks and evaluate their potential impact	3
Section 1b. Accountability	6	I am aware of how the school is funded and what the funding is spent on	3
	7	I can interpret budget monitoring reports and ask relevant questions	3
	8	I understand how the school's curriculum meets the needs of all pupils	3
	9	I understand how my governing board engages with stakeholders – pupils, parents, staff and the wider community – and how this informs decisions	3
	10	I feel confident being part of the panel that conducts headteacher appraisal	3
1c. People	11	I know how to build the knowledge I need to be effective in my governance role	3
	12	I can build positive, collaborative relationships with members of my board	3

Governance Review

Trustee self-assessment

		Statement	Overall score
1d. Structures	13	I understand the strategic nature of the board's role and what governing boards and school leaders should expect from each other.	4
	14	I know what the governing board's core functions are	4
	15	I understand how the board delegates its work	4
1e. Compliance	16	I feel confident being part of a panel to make decisions (such as on pupil exclusions or complaints)	3
	17	I know how the board meets its legal and compliance responsibilities	3
	18	I feel able to speak up if I am concerned about non-compliance and unethical behaviour	4
	19	I can identify when independent, expert advice may be required	4
2. Equality, diversity and inclusion	20	I know and empathise with the community served by the school	3
	21	I understand the legal responsibilities of governing boards in relation to equalities.	4
	22	I have influenced an organisation's culture of equality and diversity (through communication, appropriate challenge, awareness raising or developing policies and practices).	3
	23	I have knowledge, experience or training that will help me to promote diversity and inclusion.	4
	24	I can recognise and challenge behaviour, attitudes, policy and practice which go against the inclusive culture we want for our school.	4
	25	I understand how to use relevant data and insight to identify and resolve issues relating to inequality.	3

Governance Review

Trustee self-assessment

The table below shows those Statements with an average score of less than 3 which will be a particular focus area this year.

Statement	Action Plan
I am/have been chair of a board or committee	Look at succession planning and where necessary consider shadowing / mentoring to upskill future committee chairs
I have experience and expertise in developing a strategy	Consider how the use of Strategy meetings can be evolved to ensure that all Trustees are able to contribute to strategic discussions
I know what the school's strategic priorities are	To be addressed in first Strategy meeting of the next academic year
I am aware of how the school is funded and what the funding is spent on	Review how reports from FSP committee can be improved and made more easy to read. Add specific training if required
I can interpret budget monitoring reports and ask relevant questions	
I understand how the school's curriculum meets the needs of all pupils	Consider how this can be made a specific focus area in the next academic year
I feel confident being part of the panel that conducts headteacher appraisal	Look at succession planning and where necessary consider shadowing / mentoring to upskill future panel members

2022/23

- Approach to school improvement reviewed:
 - School, SLT and trustees aligned
 - Work plan model, department reviews and trustees' visits
 - School improvement plan, departmental improvement plans and pastoral improvement plans



KLB Priorities 2022/23

1. Classroom Culture
2. Embedding adaptive teaching
3. Diversity and inclusion
4. Reading fluency/academic vocabulary
5. Wellbeing

Also:

- Vision and Values
- Disadvantaged pupils



1. Establishing the Classroom Culture

Relationships

- Values

- Norms

- Routines

- Responses (Sanctions & Rewards)

2. Embedding Adaptive Teaching

Why?

- Move to mixed ability sets from September 2022
- To ensure SEND pupils and DP pupils can fully access the curriculum
- To ensure there is enough stretch and challenge for high prior attaining pupils
- To enable staff and departments to refine the work that has taken place already on using effective Learning Intentions, Checking for Understanding, feedback, and peer and self-assessment.
- Next: Quality of explicit instructions and scaffolding

3. Diversity and inclusion

Why?

- Create an inclusive environment – a safe place without prejudice – where students have the opportunity to thrive.
- Current practice – pockets not systemic
- 2022/23 Focus on race/culture and LGBTQ+

4. Reading

Why?

- Covid observations...
- Strong correlation between reading age and achievement in all GCSE subjects
- Reading main way to acquire tier 2 & 3 vocabulary
- Link between reading for enjoyment and wellbeing

How?

Explicit vocabulary teaching and assessment

Strategies to use reading within lessons and for homework tasks

5. Wellbeing

Why?

- Staff and Students
- Staff survey and feedback
- Student wellbeing

Changes to our School



Rebuild Update - Background

- DfE led and funded - based on condition and structure types
- KLB in first 50 schools
- Kier appointed
- Early works begin in 2022 – trees / accommodation / carpark etc
- Contract finally signed December 2022 but some changes made:
 - Building cladding changed to brick
 - Removal of some of the non DfE enhancements
 - Changes to outdoor areas and amenities
- Formal programme now underway
- Early delays experienced

Buildings Affected



New Buildings



Indicative Timescales

- Relocated sports facilities – cricket nets, long jump etc April 2023
- New activity studio – December 2023
- New 3 storey block – July 2024
- Refurbished 6th form and main corridor – December 2024
- Completion of demolitions and landscaping – August 2025

Programme slightly behind schedule due to unexpected complications.

Full review of delivery programme taking place to ensure no impact on teaching. No temporary accommodation.

Current Works

- Demolition of the old Gym
- Full site set-up
- Final design of Activity Studio structure
- Agreement on school side of the project:
 - Signage
 - Artwork
 - Colours
 - Grounds
- School finalising remodelling of main corridor to improve office and 6th form accommodation

Possible Look



Birds Eye View from Proposed Coach Park

Central Quad



And Finally

