

# Cabinet – Supplementary agenda

**A meeting of the Cabinet will be held on:**

**Date:** 5 July 2011

**Time:** 3.00pm

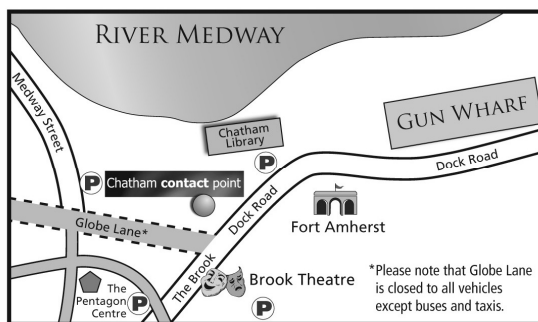
**Venue:** Meeting Room 2 - Level 3, Gun Wharf, Dock Road, Chatham ME4 4TR

## Items

5. **Statement of Accounts** (revised Explanatory Foreword) (Pages 1 - 2)
7. **School Organisation Plan 2011-2016** (revised page 9 to the School Organisation Plan) (Pages 3 - 4)

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বাংলা	331780	ગુજરાતી	331782	ਪੰਜਾਬੀ	331784	کوردی	331841	اردو	331785	Русский	332374
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**Agenda item 5 – Statement of Accounts**

**Amendment to page 4 of the Statement of Accounts (Explanatory Foreword)**

- **Borrowing/Investments**

During 2010/2011 the level of debt, i.e. money that the Council owes decreased by ~~£50,576,000~~ £25,303,000 from ~~£252,610,000~~ £202,034,000 to ~~£202,034,000~~ £176,731,000. This is due to the current strategy of financing capital from investment balances rather than new debt. Additionally as debt falls due for repayment it is not being replaced, whilst interest rates are low.

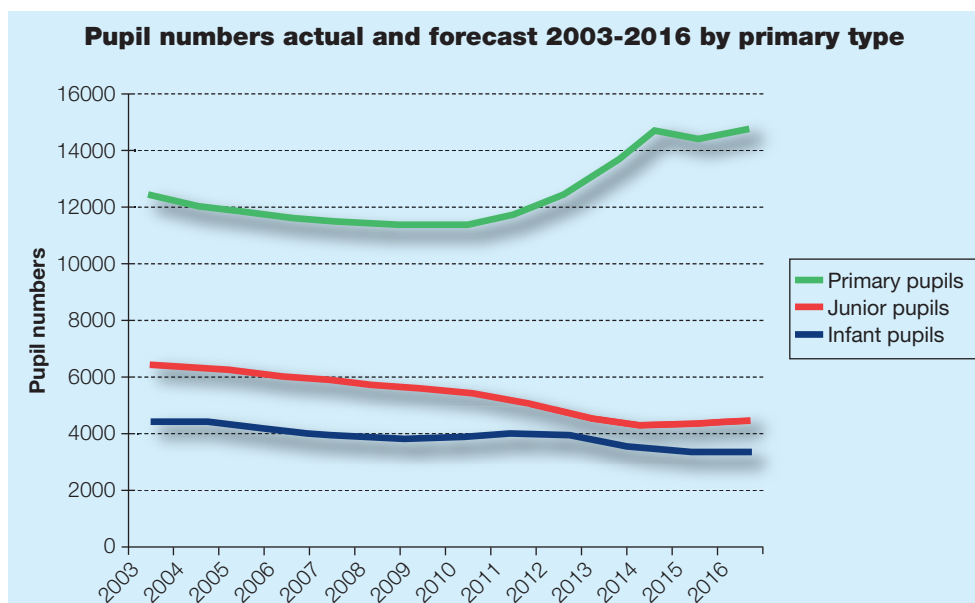
The level of investments has subsequently decreased from ~~£134,751,000~~ £89,059,000 to ~~£89,059,000~~ £69,526,000 primarily due to the above strategy.

- **Fixed Assets**

The total value of the Authority's fixed assets has decreased in 2010/2011 by approximately £68 million. Although there was capital investment of some £48m, there was a greater decrease in the value of all classes of assets as a result of revaluation, impairment, depreciation and disposals.

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The graph below shows the increase in the proportion of pupils attending all through Primary schools over time, which includes the expected impact of agreed amalgamations up to September 2013.



- 1.46 The main reason for moving to all through primary schools is to provide smoother transitions between the primary phases of education. An amalgamated school provides for:
- A fully integrated curriculum;
  - Fully integrated arrangements for assessment for learning, including recording of progress and planning future provision;
  - A smooth transition for pupils transferring from infant to junior departments;
  - A robust senior leadership team drawing on experience from early years and foundation stage, key stages one and two.
- 1.47 Contextualised Value Added (CVA), measures the progress made by pupils in the school from the end of key stage 1 to the end of key stage 2. To calculate CVA, the pupils' key stage 1 results are used to predict the key stage 2 result, and the prediction is then adjusted to take account of pupils characteristics, e.g. gender, special educational needs. The difference between the actual results and the predicted value for each pupil is used to calculate a CVA score for the school cohort.
- 1.48 Analysis of CVA at school level for 2010, shows that, in Medway, 19% of primary school pupils achieve a CVA score which is significantly better than expected (good progress taking account of context) compared with 6% of junior school pupils. Similarly, 19% of primary school pupils achieved a CVA score significantly below expected, compared with 35% of junior school pupils. This is in spite of the fact that CVA calculations are weighted slightly in favour of junior schools, so that junior school pupils need to make slightly less progress than those in primary schools to achieve the same CVA score. This is because DfE and OfSTED recognise that pupils who change schools at the beginning of key stage two generally make slightly less progress than those who do not (see OfSTED Schools and Inspection, an information service for inspectors of schools, Issue 1 November 2007).
- 1.49 In addition, 33% of primary schools meet or exceed the national average for expected progress in both English and mathematics, compared to 17% of junior schools. Expected progress measures the percentage of pupils making 2 levels of progress in English and 2 levels of progress in mathematics between KS1 and KS2. The measure doesn't include context in its calculation but measures simply the number of levels progress made.
- 1.50 New government minimum standards known as floor targets mean a school will be below the floor if fewer than 60 per cent of pupils achieve the 'basics' standard of level four in both English and mathematics and fewer pupils than average make the expected levels of progress between key stage one and key stage two. Where schools fall below the floor we will use our School Organisation principles in tandem with our School Improvement strategy to support a rise in standards and performance.
- 1.51 The amalgamation of schools is therefore proving to be a successful aspect of our School Organisation Plan principles and is set to continue. Medway Council will always review the options including the potential for federation or amalgamation following the resignation or retirement of a head teacher at an infant or junior school.

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