

Value for Money Statement

Haygrove Academy Trust

Academy Trust Company Number 07665225

Year ended 31 August 2014

I accept that as Accounting Officer of Haygrove Academy I am responsible and accountable for ensuring that the Academy Trust delivers good value in the use of public resources. I am aware of the guide to academy value for money statements published by the Education Funding Agency and understand that value for money refers to the educational and wider societal outcomes achieved in return for the taxpayers resources received.

I set out below how I have ensured that the Academy Trust's use of its resources has provided good value for money during the academic year.

The Academy Trust is committed to:-

1. Raising student attainment.

The current OFSTED grading for the school is good. A full copy of the report is available on the school website

The Academy has chosen to follow a GCSE led programme with applied qualifications, including CIDA, BTEC and NVQ, in some subjects. Over 83 % of students achieved 5+ A* - C GCSE's with 72% of students including English and Mathematics with in 2014. 32% of students achieved the Ebacc and 18% achieved at least 5 A*-A .

Much of the focus in 2013-14 was to raise levels of achievement for disadvantaged students. This is outlined below:

- 54% of students achieved at least 5 A* -C including English and Mathematics
- 62% achieved at least 5 A*-C
- 31* achieved Ebacc
- 7.7 achieved at least 5 A*-A
- 85% achieved at least 5 A*-G including English and Mathematics

The Academy programmed lesson observation carried out not only the Academy Senior Leadership Team but supported by Heads of Department and our team of Directors of Learning. As a result 91% of lessons were graded as good or better. The Academy has also embedded the ethos of sharing good practice and has an integrated professional development programme to ensure continuous high quality teaching and learning across the Academy.

The Academy has fully embedded tracking systems for individual students to track levels of progress from Key Stage 2 through to Key Stage 4, which are largely based on the SISRA data management system.

The Academy has continued it focus on supporting individual student needs with a range of strategies including

- A wide range of interventions to support student progress and achievement such as revision sessions after school, during weekends and holidays, 1:1 mentoring, additional English and Mathematics teaching for small groups and individuals, transition Summer schools.
- Increased staff capacity to support full engagement of pupil premium students and their parents
- Teacher of Literacy and Numeracy to support the progress of students entering the school with weak literacy and numeracy levels

- Proactive student services department who support the individual needs of identified students
- Use of very experienced Learning Mentors to assertively support older students
- Creation of a team of (expert teachers) Directors of Learning who carry a senior responsibility for improving the quality of teaching and learning across the school.
- Close academic liaison with primary schools securing a common system for sharing key data in a comprehensive format and ensuring a greater culture of hitting the ground running at the transition stage.
- Liaison with 2 other, similar, academies to offer support and challenge.

The Academy rigorously tracks attendance, resulting in improved (1.3% increase overall) attendance.

There are effective behaviour and learning interventions in place which has led to a continued decrease in the number of students at risk of exclusion – very few fixed term exclusions with just 3 permanent exclusions in 2013, and 0 in 2014.

This year the Academy continued its drive to ‘get the basics right’ by introducing discrete literacy and numeracy lessons for every child in KS3; Reading Intervention Programmes, One to One Support, Specialist Intervention teaching is used across the lower years to develop reading skills with great success.

2. Robust governance and oversight of Academy Trust finances

As Accounting Officer I have responsibility for reviewing the effectiveness of the system of internal control.

During the year in question the review has been informed by

- The external audit work undertaken by Bishop Fleming Accountants
- Reports provided by an external provider on all aspects of the Academy financial systems
- The on-going work of the senior leaders in the Academy who constantly review and develop the internal control framework

The Academy has a comprehensive Finance Policy and Procedures document which is reviewed annually by the Finance Committee. This includes details of the segregation of duties and also the authority limits with regard to ordering goods/services for the Academy

The Finance receive at least termly budget monitoring reports

The full Governing Body approves the budget each year and is mindful of the need to balance expenditure against income to ensure the Academy Trust remains a ‘going concern’. The Governing Body also receives and approves the Annual Accounts and the External Auditors Management Report.

3. Ensuring the operation of the Trust demonstrates good value for money and efficient and effective use of resources

All services are reviewed on an annual basis and are subject to scrutiny at the Finance Committee

Purchasing restrictions are as follows

- Three quotations are required for individual purchases or services exceeding £1000 in value. If the lowest quote is not accepted, the reasons are reported to the Governing Body and minuted.
- Governor’s approval is required for orders of an individual item exceeding £5,000.
- Three tenders are sought if the Academy enters into a contract for the supply of foods or services involving total payments of £10,000 or more. Records are kept of how and from whom tenders were sought, what tenders were received, who was the successful tenderer and the reasons for not accepting the lowest tender.

During the year the Academy

- Successfully tendered a re-build project of the school's music accommodation using £623,000 ACMF grant.
- Entered into a 3 year agreement for replacement reprographics equipment replacing out dated equipment and thereby increasing efficiency of this function within the school.
- Undertook further refurbishment work in order to reduce on-going reactive maintenance and energy costs.
- Undertook a review of staffing costs and increased the number of Apprenticeship posts replacing staff previously employed on a permanent basis.
- Tendered extensive ICT replacement thereby securing best value.
- Reviewed legal services and moved to a new provider under a retainer basis thereby reducing costs.
- Reviewed its risk through a rigorous programme of inspections by an independent body and reviewed, purchasing, payroll, contracts and income.
- Has continued to work with Castle and Ansford Schools sharing best practice
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- Reduced expenditure on hiring vehicles by purchasing an additional minibus as a more cost effective solution.

The Academy Business Manager is an active member of the Somerset Business Managers group and they meet with service providers to ensure that suppliers are providing best value.

The Academy continues to employ its own cleaning and grounds staff as this offers best value for money over outsourcing.

4. Maximizing income generation

The Academy explores every opportunity to generate income through hire of Academy facilities. This year the Academy has increased the community use of the facilities, raising the profile of the school, allowing greater access and increased income.

5. Reviewing controls and managing risks.

Monthly budget monitoring reports are produced and reviewed by the Finance Officer and Business Manager and any necessary remedial action taken to address any significant variances that may have an impact on the budget out-turn. The Governing Body Finance Committee are provided with a detailed budget reports and supporting commentary at least once a term.

The Academy Trust ensures that all surplus cash balances are invested in interest bearing accounts to maximize interest earning potential.

6. Reviewing operation to maximize use of resources.

The Academy Leadership Group and Governing Body regularly review expenditure within each budget and make adjustments based on the effectiveness of strategies introduced in previous years, curriculum offer and any new strategies identified in the Academy Development Plan.

The Academy continues to apply the principles of challenge, comparison, consultation and competition to ensure that Academy funds are used to achieve the best educational outcomes

Signed _____

Karen Canham
Academy Trust Accounting Officer

Date _____