

Value for Money Statement

Academy trust name: Maiden Erlegh School

Academy trust company number: 07548754

Year ended 31 August 2013

I accept that as accounting officer of Maiden Erlegh School 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 taxpayer 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 2012/13 budget plan incorporated costs involved in delivering the school development plan, addressing Health and Safety needs together with capital investment in buildings and infrastructure to ensure continued delivery of the curriculum. This has resulted in the following improvements:

1. Academic achievement- the academy has achieved outstanding examination results at Key Stage 4 and Key Stage 5.

Key Stage 4 Attainment:

The 2013 GCSE results were the highest since 2008 and significantly above the national average.

97%	5A*-C
82%	5A*-C including English and maths
383.9	Average capped point score (ACPS)

- The % of 5A*-C including English and maths shows a 3 year upward and a significantly above national average trend.
- The average total point score (ATPS) and average capped point score (ACPS) show a 4 year upward and a significantly above national average trend.
- The %A* and %A*-A scores were the best since 2008 with the exception of 2011.
- EBACC figure (33%) is significantly above the national average overall and for the majority of key groups. It is also the best since 2008 with the exception of 2011 (1% higher).
- The %A*-C in English and maths is significantly above the national average and the highest for four years (both improving by 10%). For both subjects the %A*-A result also increased (English significantly so) underlining our commitment to the full range of students.
- Every GCSE subject is above national at %A*- C (15 out of 22 significantly above the national average) and all but one above national at %A*/A (15 out of 22 significantly above the national average).

Progress:

- Significantly above the national average expected progress in English and maths and significantly above the national average in an overwhelming majority of significant groups.

- Expected progress shows a 3 year upward trend in English and 4 year upward trend in maths.
- English 3 levels and 4 levels of progress show an increase of 13% on 2012 (national increase only 2%)
- Maths 3 levels and 4 levels of progress show a 9% and 7% increase on 2012 (national increase only 2/1%)
- There is a significant 3 year upwards trend for the Best 8 value added

Achievement of vulnerable groups

Pupil premium students showed a 3 year upward trend in %A*-C including English and maths, %A*-C in English and average capped point score (ACPS).

88% of students with a Statement of Special Educational Need gained 5A*-C grades at GCSE, with an average point score of 372.5, up from 367 in 2012.

The value added for all key ethnic groups was above national, with improvements on 3 levels of progress, %A*-C including English and maths and %A*C English, compared with 2012.

100% of EAL (English as an Additional Language) students achieved 5A*-C and 36% A*-A (up from 2012 figures). The %5A*-C including English and maths, the %A*C in English and %A*C in maths are significantly above the national average. The expected progress and value added (VA) for EAL students in English and maths are significantly above the national average and the EAL EBACC figure is 37%, higher than the main cohort average.

More able students- the Average point score (APS) and ACPS have increased over the last three years. This cohort has also increased their rates of expected progress from Key Stage 2 – Key Stage 4 over the past year.

A Level results were also excellent, exceeding last year's results. There was a 98.2% pass rate overall. Nearly 60% (59.7%) of all grades were A*-B and 85.3% were A*-C.

2. **Developing best practice within school** – one strand of the School Improvement Plan focused on improving the quality of teaching and learning by using its own outstanding teachers to coach and mentor other staff within school providing excellent professional development at very little cost.
3. **Supporting other schools** - as a Teaching School, Specialist Leaders of Education (SLE's) have supported under performing schools by delivering CPD sessions and coaching.
4. **Staffing** - we have continued to devote time and resource to recruiting high quality teachers. Newly Qualified Teachers (NQT's) joining the school were appointed from July to enable them to get to know the school and be ready for teaching at the very start of the new term.
5. **Capital investments** - the Academy trust committed expenditure to 2 major capital projects.
 - Humanities refurbishment**- improving the learning environment of 10 classrooms and associated office space on the first floor of a 50 year old life expired building together with a commitment to refurbish a further 10 classrooms and associated offices in 2013/14.
 - IT network upgrade**- upgrading the schools' IT network, which was not capable of supporting the current and future needs of the school. It is anticipated that this upgrade will result in increased savings in the cost of hardware replacement and maintenance costs in the future.
6. **Securing additional grants** - the academy has secured additional grant funding from the Education Funding Agency (EFA) to enable replacement of some of the old, single glazed, rotten windows. This will result in lower maintenance bills and improved energy savings.

Financial governance and oversight

The accounting officer and the academy trust have ensured delivery of value for money through procurement and purchasing procedures and methods of internal control as detailed below:

Purchasing and delivery of services

Governors with expertise in buildings, site maintenance and IT networks have been involved in the tender processes for the Humanities refurbishment and the IT network upgrade, ensuring sound, fair and value for money decisions were made.

The school utilises the buying power of various national consortia ensuring small and medium value items are purchased at the best possible price. Discounts are regularly negotiated with suppliers for regularly purchased items and budget holders are directed to use those suppliers wherever possible.

The academy trust has invested in multi-function devices (MFD's) to replace photocopiers and individual printers providing faster, more efficient delivery of copying and printing together with savings on printer and copier costs.

Members of the Business Management team meet regularly with their peers in local academies and schools to share good practice in the delivery of back office and finance functions.

Since becoming an academy in 2011, we are developing our expertise and knowledge to build up a list of regular contractors to provide building maintenance work and advice, rather than using the local authority services which are costly and do not always deliver value for money. In addition each traded service offered by the local authority is reviewed annually to ensure it meets our needs at the best possible price and services are only purchased where they show best value. Examples include continuing to use the local authority for supply of electricity and gas as they have the purchasing power of a large number of establishments and costs are managed through a framework agreement. Checking of Free School Meal eligibility is carried out through the local authority for zero cost and the services of the local authority Admissions team are used for the allocation of school places.

Internal control

The academy has continued to use the services of an external company to deliver an internal audit process. A report is presented termly to the Academy trust to provide assurances that sufficient internal controls are in place. The trust believes that this function has been fully delivered in line with the Education Funding Agency requirements and no material control issues have arisen as a result of this work.

In addition the academy trust has increased its monitoring of the school with a Monitoring and Intervention group (MIG), consisting of the 3 members of the academy trust, the convenors of each governor working group and the 4 senior leaders of the school. Meetings are held termly and the senior leaders are held to account for the progress against the various risks identified in the risk control plan and the agreed annual Key Performance Indicators (KPI's).

Signed: 

Name: Dr Peter Thomas

Academy Trust Accounting Officer

Date: 20 December 2013

