

# Value for Money Statement

**Academy trust name: Maiden Erlegh School**

**Academy trust company number: 07548754**

**Year ended 31 August 2014**

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 2013/14 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. **Progress and attainment-** in the year to August 2014, the Academy has achieved impressive examination results at Key Stage 4 and Key Stage 5. 82% of students of all Year 11 students gained 5A\*-C, 75% achieved this including English and maths. 99% achieved 5 A\*-G at Key Stage 4. At Key Stage 5, there was a 98.8% pass rate overall, with 84.6% A\*-C at A2 and 58.5% at A\*-B.

The % of 5A\*-C including English and maths is significantly above national average and represents the eleventh year running significantly above the national average.

The average total point score (ATPS) and average capped point score (ACPS) show a 4 year trend of being significantly above national average.

The %A\*-A and %A\* are both consistently above the national average.

EBACC figure (44%) is significantly above the national average overall and for the majority of key groups. It is also the best since 2008.

The %A\*-C in English and the %A\*-C in maths are both significantly above the national average. For both subjects the %A\*-A result is also well above national, underlining our commitment to the full range of students.

The %A\*-C for two sciences, and for other subjects are all above national at %A\*- C.

Our average grade has not been less than a B for the last five years.

## **Progress:**

An eleven year trend of value added which is significantly above national with equally strong value added for the overwhelming majority of sub-groups.

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 4 year upward trend in English and 5 year upward trend in maths.

Rates of above expected progress in English and maths are consistently above the national average with over half of students making 4 levels of progress in maths.

## **Achievement of vulnerable groups**

Pupil premium students showed a 4 year upward trend in %5A\*-C including English and maths, %A\*-C in English and %A\*-C in maths.

The gaps between the performance of our Pupil Premium students and their peers have closed – for all the main attainment and progress measures.

71% of students with a Statement of Special Educational Need made expected progress in English and 75% in maths. 14% made above expected progress in English and 33% in maths.

The value added for all key ethnic groups was above national, all but one significantly so.

69% of EAL (English as an Additional Language) students achieved 5A\*-C including English and maths with 79% obtaining %A\*-C in English and 87% in maths and 44% gaining the EBACC. 86% made expected progress in English and 94% in maths.

More able students: 99% obtained 5A\*-C including English and maths and also A\*-C in English and maths separately. This group's rates of expected progress for English and maths have improved year on year to well over 90%.

**A Level results** were also excellent, some of our best yet. ALPS progress puts us in the top 25% of schools nationally for AS, A2 and BTEC results. The value added results for our Pupil Premium students at AS, A2 and BTEC were significantly above the national average.

Success and Achievement rates are above national overall and for the main sub-groups.

2. **External Kite marks and awards** -we have worked towards and achieved the following external kite marks to ensure our standards continue to improve
  - Tribal Basic Skills Quality Mark (for literacy and numeracy) (July 2014)
  - Two SSAT Awards for High Achievement and Outstanding Progress (October 2013)
  - NACE Challenge Award for G&T provision reaccreditation
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 continue to devote time and resource to recruiting high quality teachers. Newly Qualified Teachers (NQT's) joining the school are 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. **Provision of summer school in August 2014** for Year 6 Pupil premium students joining the school in September 2014- this was extended to enable other vulnerable students such as EAL students to attend. Feedback from the summer school shows that the experience has impacted positively on the large majority of the pupils with regard to their general confidence and esteem and are now more confident in their ability to complete Secondary level literacy and numeracy based tasks
6. **Performance pay for teaching staff** – all teaching staff pay progression from September 2014 is now linked to performance. In 2013/14, objectives were set for all teaching staff to ensure that any pay progression from September 2014 can be clearly linked to performance against the teacher's standards 2012 and student progress and attainment.

7. **Planning for opening of a new secondary school** – we have been approved by the Department for Education to the pre-opening phase of a new free school- Maiden Erlegh School in Reading, to enable us to provide an outstanding education to a further 900 secondary age children in the Reading area. The school will open to 180 Year 7 students in September 2015 and will increase by one cohort each year until in September 2019 it will have students in Year 7-11.
8. **Capital investments** - the Academy trust has completed two major capital projects, of which both have been completed on time and within budget, with no disruption to our student's learning.
  - a. **Humanities refurbishment**- improving the learning environment of 20 classrooms and associated office space on a two-storey 50 year old life expired building. The second phase of this (10 classrooms and associated offices on the ground floor) was completed in 2013/14.
  - b. **IT network upgrade**- upgrading the schools' IT network, which was not capable of supporting the current and future needs of the school. The final phase, including new servers and associated data migration was completed in 2013/14. This upgrade is already resulting in savings in the cost of licensing and IT contracts, hardware replacement and maintenance costs.
9. **Securing additional grants** - the academy has secured additional grant funding from the Education Funding Agency (EFA) for two projects, both of which will result in lower maintenance bills and improved energy savings:
  - replacement of the remaining single glazed, rotten windows and,
  - replacement of our old inefficient central boiler system to new, individual boiler plant within teaching blocks.

## **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 replacement windows and boilers 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.

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.

Our accounts for the 2013/14 have been audited by external audit and they are unqualified..

**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 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.

The Trust holds the senior leaders to account through working groups and the 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:** 17.12.14.