

Value for Money Statement

St Joseph's College Edmund Rice Academy Trust

Academy trust company number: 07490390

Year ended 31 August 2014

I accept that as accounting officer of **St Joseph's College Edmund Rice Academy Trust** 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.

Improving Educational Results

Progress - Between key stages 2 and 4 in 2014, 95% of students made 3 or more levels of progress in English compared to 69% (2013) nationally. The corresponding figures for mathematics students are 85% making 3 or more levels of progress compared to 70% (2013) nationally. The percentages of students making 4 or more levels of progress were 54% in English (30% nationally in 2013) and 49% in mathematics (30% nationally in 2013). Four or more levels of progress KS2 to 4 in both English and mathematics have increased sharply 2012 to 2014 (35%-54% in English, 27%-49% in Maths). In addition, the best 8 key stage 2 to 4 value added school score (including English and mathematics) was 1004.6 in 2013 (this figure is not yet available for 2014).

The 2013 RAISE online report showed that KS2 to KS4 value added scores were significantly positive in science, languages and humanities (1004.0, 1003.7 and 1003.8 respectively). The corresponding scores in English and Maths were also both positive, but not significantly so (1000.6 for English, 1000.4 for mathematics). Key stage 2 to 4 value added (best 8 Inc. English and mathematics) is positive for boys (1005.1), girls (1004.8), students whose first language is other than English (1026.9), all ethnic groups (between 1004.6 and 1063.4), school action students (1015.2), low attainers (1060.2), middle attainers (1005.1) and high attainers (1004.1). The only groups with value added scores under 1000 in 2013 were our three school action plus students (927.9) and our one pupil premium student (961.7).

Attainment – The school has seen further improvement in terms of outcomes since the last inspection. In 2014 the percentage of students gaining 5 GCSEs at A*-C inc. English

and maths has risen to 97% (96% in 2013) and the percentage of A or A* grades at GCSE has risen to 45% (41% in 2013).

Targeted Improvement and Focus on Individual Pupils/Groups

Pupil premium students:

- In 2014 we had three pupil premium students in year 11. All three of them achieved 3 levels of progress in both English and mathematics at GCSE. In addition, one achieved 4 levels of progress in English and all three achieved 4 levels of progress in mathematics. All three students achieved 5 GCSEs at A* to C inc. English and mathematics.
- In 2013 we had one pupil premium student in year 11. She achieved expected progress in mathematics and 5 GCSEs at A* to C, but less than expected progress in English.
- The ASCL analysis of GCSE results in 2011 and 2012 shows that St Joseph's College Pupil Premium students performed above the rest of the cohort during 2011 + 2012 in terms of all value added progress measures.

Students with special needs:

- At GCSE in 2013 key stage 2 to 4 value added (best 8 inc. English and mathematics) was positive for school action students (1015.2), but negative for our 3 school action plus students (927.9). This, however, was affected by the absence of one of the school action plus students from school throughout year 11. The RAISEonline report for 2014 is not yet available.
- In year 13 in 2013 our only disabled student (who is profoundly deaf) achieved three B grades at A level and has gone on to begin a degree in engineering at Nottingham University.

Other Groups:

- In 2013, the key stage 2 to key stage 4 value added (best 8 inc. English and mathematics) was positive for the following groups: boys (1005.1), girls (1004.8), students whose first language is not English (1026.9), all ethnic groups (1005 to 1063) low attainers (1060), middle attainers (1005.1) and high attainers (1004.1).
- However, for pupils starting with level 5 in maths from key stage 2, the proportion making expected progress was less than the national average. This is a key area of focus for us in the coming year.

Collaboration

- Training facilitators for NPQML, a National College accredited middle leadership development programme with Leadership Live
- Rolling out CPD programmes with participants from our school and local schools: ITP/OTP, CoGLDP (with ELC), middle leadership development programme (Teaching Leaders), with ITP promoted by our Local Authority

- Joint curriculum development training with local secondary schools
- SCITT partnership established with 8 secondary schools taking School Direct Graduate Trainees for ITT placements and 100% awarded QTS
- SCITT subject knowledge/wider professional development sessions, mentor training and quality assurance visits delivered from best practitioners including from alliance partners
- Planning discussions for CPD accreditation/SCITT with Staffordshire University
- Coaching training for key staff rolled out to others in schools/primary and secondary schools
- Subject network meeting hosted for city schools within the LA
- Support of schools placed in Special Measures/requires improvement via NLE deployment funded action plans to include: secondment of middle and senior leaders with associated internal back-fill from our staff, middle and senior leadership development programmes, teaching and learning workshops, coaching and mentoring of teachers, NQT verification, subject leader 'buddying'.

New Initiatives

- Teaching School and SCITT budgets set and monitored with income and expenditure shown
- Cost-effective charging policy for CPD, including LA subsidy, and LA SLA for school-to-school support of a local secondary school in special measures/outreach teaching in schools to allow for the following costs to be met: outreach support and teaching, facilitator training, CPD licences, facilitator allowances
- Cost effective charging of tuition fees and school fees for SCITT QTS programme
- Funded Research lesson Study to enable research and Development activities in school, linked to CUREE/Oxford Uni/NCTL

Quantifying Improvements

The academy has seen significant improvement in terms of outcomes since the last inspection. Detailed analysis of examination results is on page 1.

Students' behaviour in all aspects of school life is exemplary and students live out the school mission in their daily lives. Students have very positive attitude to learning and actively participate in a huge range of activities inside and beyond the classroom. Disruptions to learning are minimum and conduct outside the classroom, even when not supervised is exemplary. These views are supported by student surveys, parental surveys, external department reviews and internal monitoring data. The curriculum is broad and balanced, with courses well matched to the needs, interests and ambitions of students. Extra-curricular opportunities are excellent and provide rich experiences for students that contribute strongly to their personal, moral, social and spiritual

development. Successful procedures are in place to engage with parents and carers and safeguarding arrangements fully meet statutory requirements.

Evidence from lesson observation by external inspectors, SLT and middle leaders shows that 96% of lessons across all key stages have been graded as good or better with 60% rated as outstanding.

Financial governance and oversight

The academy has appointed a Responsible Officer who carries out termly internal reviews of systems and procedures and an annual review of policies to ensure adherence. The Responsible Officer reports to the audit committee his findings along with any recommendations. Monthly Management Accounts and accompanying report are presented at each of the nine annual Finance Committee meetings, the information is discussed and reviewed regularly to enable decision making and to understand the financial position of the academy. A full report is presented which highlights key risks and variances against the budget. The Full Governing Body meet 4 times a year, they approve the budget each year as well as the annual accounts and receive termly Head teacher reports highlighting decisions of each of the committee meetings. All budget holders and budget directors have online access to their budgets to ensure good budgetary management and prudent financial decisions to ensure effective use of resources to meet the objectives of the academy. Over the past year, the Finance Office has been focused on improving its operational efficiency and value for money of all goods and services. It has implemented a number of new processes; it has become cashless and has implemented a web based ordering system where budget holders can place orders and monitor their budgets electronically. This has enabled the delivery of a more efficient service to the academy as a whole. This has been delivered through a Financial Improvement Plan which has been overseen by the Finance Committee.

Better purchasing

All services and contracts are regularly reviewed to ensure the academy always receives good value for money and that all goods are fit for purpose. The academy always ensures that the right balance between the cost, quality and timeliness of purchases. We have reduced costs by reviewing all services and contracts, and by renegotiating costs of existing suppliers or renegotiating new contracts without reducing quality or service. All procurement for goods and services are individually assessed and a decision is made in accordance to the agreed guidelines in the academies procurement policy. This is evidenced by the procurement of the new photocopying contract which has dramatically reduced costs and also better procurement of our catering supplies which has increased profits in our catering operation.

Benchmarking

The academy benchmarks information with other comparator academies on the DfE website as well as internal data from previous years. Our overall performance compares exceptionally well bringing together information about funding and performance to understand and demonstrate the exceptional quality of service we deliver for the funding we receive per pupil.

Options Appraisal

The academy has procedures for assessing need and obtaining goods and services which provide best value in terms of suitability, efficiency, time and cost. These procedures are detailed in the academy procurement policy.

Economies of Scale

The academy always seeks possibilities to reduce costs of external services by joining forces with other schools or academies. Examples of this are; our insurance costs which we benefit from good value as we purchase via a broker with three other academies, and our HR provider who we secured a good deal jointly with 2 other schools in the same local authority.

Better Income generation

The academy has provided outreach work to other schools and academies both locally and further afield to generate additional income. Our Sports Hall facilities are regularly hired out for by sports clubs and for other community use to maximise income.

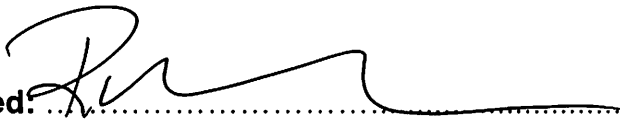
The academy has a yearly subscription with Grants4schools website and has signposted the college to numerous opportunities to bid for funds covering IT, Music, Science and potential capital projects. The outcome of any bids is awaited. The academy has also been successful in securing capital funding with the Wolfson Foundation for Science and IT equipment.

Reviewing controls and managing risks

Insurance is reviewed annually and used effectively to mitigate and manage risks. Risks to the academy are monitored and reviewed regularly. The Senior Leadership Team monitor and review all risks to the Academy on an on-going basis, and report to the various sub committees regularly. The risk register is updated regularly and risks which are considered to be the priority are highlighted, they reported and discussed at the Audit Committee. Bank balances are monitored and managed by a Cash flow forecast, and bank interest rates are closely monitored so any surplus funds can be invested in a non-risk investment to maximise return.

Lessons learned.

Since becoming an academy in February 2011, we have learned that it is important to continue to self-assess and to refine our understanding in relation to value for money focusing on areas such as the value of the services we deliver, and to embed value for money in the academy. It is vital that we continue to identify and set priorities for improvement in order to improve the value for money we provide to all our stakeholders.

Signed: 

Name: Roisin Maguire

Academy Trust Accounting Officer

Date: 12/12/14