

# Value for Money Statement

**Organisation name: CAROLINE CHISHOLM SCHOOL**

**Company number: 7638756**

**Year ended 31 August 2014**

I accept that as accounting officer of CAROLINE CHISHOLM 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 academy has regularly reviewed the staffing structure throughout the period to reflect the changing needs of the curriculum and in some cases specific pupil need.

There has been a particular focus on pupils who are eligible for pupil premium funding resulting in a wide variety of interventions and financial assistance to support both academic achievement and broader educational enrichment. Analysis of results across all key stages in the period suggests that the work we are doing is having a significant impact on outcomes. In key stage 2 all eligible pupils achieved level 4 or better in statutory tests; in key stage three 68% of eligible pupils are making required progress; in key stage 4 pupils with a pupil premium entitlement achieved 45% A\* -C including English and Maths.

All students across the age range have been assessed several times during the academic year and appropriate interventions put in place as required. Senior and middle leaders have been actively involved in the analysis of assessment data and subsequent interventions.

Caroline Chisholm school has a 10 place resourced provision which effectively supports individual student needs either in mainstream classes or within the designated provision area. The skills and expertise of staff in this area of the school have been shared across the whole age range via in house training and also with our cluster primary schools. In a school effectiveness inspection undertaken by the local authority in June 2014 the resourced provision was judged to be outstanding.

In August 2014 we ran a successful summer school to support transition from year 6 into secondary phase. The invitation was open to all pupils joining us in year 7. The summer school ran two sessions each lasting for 2 days and over 100 students attended. The sessions were part funded by the pupil premium grant.

The trust has continued to work with several educational providers in the 4-19 age range and with universities in the region to share good practice, support teachers entering the profession and to collaborate in the provision of work based learning and vocational courses. Outcomes for students attending vocational courses out of school have been varied and we have acknowledged a need to develop the skills based learning qualifications that can be delivered on site.

During the period ended 31 August 2014 the trust delivered leadership training courses to colleagues on behalf of the National College for Teaching and Leadership. This has provided an opportunity for our own staff to develop their skills, both as a delegate or a facilitator, and also as a means of income generation.

The directors of the trust receive monthly income and expenditure reports and cash flow monitoring reports. A full budget review is undertaken on a quarterly basis for discussion at Finance & PFI committee meetings. The discussion includes a review of operational expenditure as well as levels of reserves that are available for spending and within the scope of the trusts reserves policy. The outcome of these discussions determines specific expenditure on capital and revenue projects that support the school improvement plan. In the period ending 31 August 2014 £50,000 was set aside to fund IT development in the classroom with a specific focus on mobile

technologies. An IT strategy group was set up to research and execute the project which was driven by department bids for mobile technologies to support teaching and learning. There was significant success but it became clear that to achieve sustainable and cost effective purchasing that was fit for purpose the group would benefit from working alongside teaching staff that were developing the IT learning strategy. This began at the end of the end of the period and continues into 14/15 financial year.

The system of internal financial control is based on a framework of regular management information and administrative procedures including the segregation of duties and a system of delegation and accountability. In particular, it includes:

- comprehensive budgeting and monitoring systems with an annual budget and periodic financial reports which are reviewed and agreed by the board of trustees;
- regular reviews by the Finance and PFI Committee
- setting targets to measure financial and other performance;
- clearly defined purchasing (asset purchase or capital investment) guidelines;
- delegation of authority and segregation of duties;
- identification and management of risks.

**Name:** Mr Tony Downing  
**Academy Trust Accounting Officer**

**Date:** 09 Jan 2015