

VALUE FOR MONEY STATEMENT



Academy Trust name:

NEWBRIDGE HIGH ACADEMY TRUST

Academy Trust company number: 8100149

EFA UPIN: 122107

Year ended 31 August 2013

I accept that as accounting officer of Newbridge High 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 (EFA) 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.

This Value for Money Statement is a review of the Value for Money practice in this Academy. The review and statement will seek to identify if practice reflects policy and if appropriate policies are in place to achieve what is stated in the Academy's Value for Money Statement.

Introduction

The governing body is accountable for the way in which the Academy's resources are allocated to meet the objectives set out in the Academy's development plans and funding agreement with the Education Funding Agency. Governors need to secure the best possible outcome for pupils, in the most efficient and effective way, at a reasonable cost. This will lead to continuous improvement in the Academy's achievements and services.

The role of the Accounting Officer

Accounting Officers are personally responsible and publicly accountable for achieving the best possible value for money in the Academy. This includes:

- *The economic, efficient and effective use of all the resources in the charge*
- *The avoidance of waste and extravagance*
- *The prudent and economical administration of the Academy*
- *The establishment and maintenance of a system of financial governance, including sound internal spending controls, keeping up to date financial records, continuous financial monitoring and timely reporting*
- *Ensuring all financial transactions represent value for money*

Table of Contents

What Is Value for Money?	3
<i>Challenge</i> - Is the Academy's performance high enough? Why and how is a service provided? Do we still need it? Can it be delivered differently? What do parents and pupils want?	3
Compare - How does the Academy's pupil performance and financial performance compare with all Academies? How does it compare with LA Academies? How does it compare with similar Academies?	3
Consult - How does the Academy seek the views of stakeholders about the services the Academy provides?	4
Compete - How does the Academy secure efficient and effective services? Are services of appropriate quality, are they economic?	5
The Governors' Approach	5
Lessons learned	10

What Is Value for Money?

Governors will apply the four principles of *Value for Money*:

Challenge - Is the Academy's performance high enough? Why and how is a service provided? Do we still need it? Can it be delivered differently? What do parents and pupils want?

OUTCOME

In 2014, in the core subjects, results are above the most recently available national average. This is the case at level 5+ and 6+ in English and Maths and at Level 5+, 6+ and 7+ in Science. Results at 6+ in all core subjects are significantly higher than in 2013.

Progress has been significantly above nationally expected progress in the past three years (FFT).

Attainment in Foundation subjects improved in 2014 compared to 2014.

Newbridge has a strong inclusive ethos underpinned by a belief that everyone can be successful at something.

Newbridge continually strives for higher standards and Value for Money and are graded as good by OfSTED.

Innovation is encouraged and regular reviews of current practice are undertaken by the Academy leaders to ensure we improve our efficiency wherever possible.

Parents' views are consulted regularly via various methods eg. questionnaires, critique interviews, Parents' Evenings, meetings, pupil contracts, Presentation Evening, surveys, pupil planners etc. Our Parent Governors also take an active role in the Academy's strategic leadership and management.

The Academy is effective in utilising all available funds including those additional funds generated in excess of the Grant received from the EFA which are estimated at an additional 12.91% of the overall income this financial year. This year we have been able to make an estimated overall saving of 2.29% (£57,193) as a result of this additional funding and strategic decisions on where to direct the funding.

Compare - How does the Academy's pupil performance and financial performance compare with all Academies? How does it compare with LA Academies? How does it compare with similar Academies?

OUTCOME

Newbridge's performance compares very well with other Academies nationally. We know this because:

- Progress of all our students 2011-13, on average, has been significantly above the national average in all three core subjects (FFT)
- Attainment at level 5+ is in line with the Leicestershire average, which is a high achieving authority.
- Progress in English by students with SEND was high and in line with Leicestershire and school averages for all students.
- Attainment and progress in Music and PE is high compared to the LA average.

Consult - How does the Academy seek the views of stakeholders about the services the Academy provides?

OUTCOME

The Academy seeks the views of all stakeholders in a variety of methods:-

Pupils:

- Annual Pass survey
- Annual pupil evaluation of World of Work & CoCo Day
- Academy Council meetings – several meetings per group per year
- Pupil interviews
- Lesson observations
- Pupil interviews for Book of Excellence
- Pupil Support meetings – twice yearly on average
- Informal conversations
- Pupil catering provision survey
- Healthy Academies questionnaire
- Suggestion Box at Main Office
- Governor Visits include student interviews

Parents/Carers

- Parents' Evenings – annually per Year group
- Parental Attitude Surveys carried out at Parents' Evenings, Tutor & Options Evenings
- Meetings following exclusions
- Phone calls/meetings
- Responses to events – music/drama performances, sports events
- Year 9 Presentation Evening
- Complaints procedure
- Pupil contracts & Student Support Plans
- Statement Reviews of Pupils
- Letters/Emails/Texts
- Parent catering provision survey
- Communication in pupils' planners
- Website surveys
- Facebook & Twitter

Agencies & Partnerships:

- Welfare Service
- Educational Psychologist
- Specialist Teaching Service
- Youth Service
- Ofsted
- Police
- Social services
- Primary Mental Health
- School Nurse Service
- Academy Counselling Service
- BAP Pupil Placement Panel
- YISP
- YOTS
- Student Support Service
- EMASS
- Pastoral Forum: internal & external agencies
- NW Leics Area Partnership Planning Group
- Multi-Agency Forum
- CHAMS
- Safeguarding Training & Development Team

Governors:

- Governors' meetings – termly
- Committee meetings – 3 times per committee per year
- Governor visits
- Chair of Governors/Headteacher meetings
- Headteacher Performance Reviews

Staff:

- Staff evaluation of training events, Curriculum Theme Days, Development Planning
- Staff meetings
- Learning Support, ICT, cross-curricular literacy and numeracy dept. Reps meetings
- Union Reps/Headteacher meetings
- General Working groups
- Staff consultations & Change Teams
- Staff catering provision survey
- Staff feedback survey
- Whole staff participation in strategic planning
- Curriculum Finance Group
- BlueSky Education portfolio's
- Change Teams for whole school consultation
- PLC's (Professional Learning Communities)
- General Staff Meetings (GSM)

Compete - How does the Academy secure efficient and effective services? Are services of appropriate quality, are they economic?

OUTCOME

The Academy's policy for securing efficient and effective services is detailed in the Financial Regulations Policy that is reviewed annually. A Review of services regarding quality and effectiveness is held annually. Where efficiency savings can be made they are actioned and resources saved are directed to other areas within the Academy eg. quotations for Academy improvement building work and use of effective Project Management companies where appropriate along with quotation scrutiny on other minor capital projects. If projects do not involve structural work or planning permission and can be managed in house savings of up to 15% are made eg. Refurbishment of main school office.

In addition, scrutiny of current practice within the management of Classroom Support has led to a Restructure to implement greater flexibility, higher quality for students, career progression for staff and shortfalls in support provided. This process will be completed during 2014.15 academic year.

The Governors' Approach

The Governors and Academy managers will apply the principles of *Value for Money when* making decisions about:

- Allocations of resources to best promote the aims and values of the Academy.

EVIDENCE

This practice can be found in the Academy's annual budget and links to the Academy Development Plan (SDP). The Curriculum Finance Group (composition of teachers, Business Manager, Headteacher and Governors) annually review the funding of each curriculum area, challenge the budget management of Budget Holders and evaluate spending patterns.

- Targeting of resources to best improve standards and the quality of provision.

EVIDENCE

This practice can be demonstrated by development funds in the Academy budget and the particular areas targeted in the SDP. In addition, the action of targeting resources to best improve standards is so endemic in practice that all resources (in particular human resources) are continually reviewed to ensure that our current practice is making the most impact. This has led to a change in curriculum for 2014.15 allowing greater choice for students and capacity for overall improvement, a greater emphasis on English and Maths and the introduction of a second modern language. These changes are aimed at improved student outcomes at KS4. Impact assessments and reviews of new structures and funding practice are carried out regularly and instinctively eg: new structure within the Catering provision allowing additional service to students to meet higher demand and better capacity and sustainability within the staffing of this department.

- Use of resources to best support the various educational needs of all pupils.

EVIDENCE

Evidence of this practice can be illustrated in our staffing structure, curriculum resources and curriculum support resources. Excellent use is made of innovative staffing models and support staff play a key role.

All staff are aware of how tight the Academy's finances are and take regular opportunities to supplement Academy funding with any relevant available grants.

Governors, and the Academy leaders, will:

- Make comparisons with other/similar academies using data provided by the Business Managers Academy Group and any other LA and Government information, e.g. RaiseOnLine, quality of teaching & learning, levels of expenditure etc.

EVIDENCE

This information is analysed in detail and shared with all teaching and learning staff to enable them to all play a role in ensuring pupils reach their full potential. All Curriculum Leaders are required annually to produce a mini-SEF on how well learners achieve and progress. These are monitored by Line Managers, the Headteacher and Governors. The Academy SEF judges the Academy to be good, a summary endorsed by Ofsted in May 2013.

- Challenge proposals, examining them for effectiveness, efficiency, and cost, e.g. setting of annual pupil achievement targets, expansion to possible 7-form entry, require suppliers to compete on grounds of cost, and quality/suitability of services/products/backup, e.g. provision of computer suite, redecoration.

All proposals are examined and challenged for effectiveness and efficiency. The ethos of the Academy ensures that proposals are always decided on a cost benefit analysis of pupil benefit and changes are regularly made if changes are identified eg. a proposal of a new 3G Pitch to improve the Academy's Sport facilities and generation of additional income to support the maintenance of the facilities and necessary infrastructure was only agreed after a comprehensive Business Plan and full investigation was conducted.

- Consult individuals and organisations on quality/suitability of service we provide to parents and pupils, and services we receive from providers, e.g. Sex and Relationships Education, pupil reports, Academy Improvement Partner, OFSTED, maintenance.

All services wherever possible are provided on a tender basis with appropriate consultation as set out in our Financial Regulations Policy. The least expensive service is not always approved as due consideration to the quality and achievability is always given. We strive to find the most suitable and cost effective service for our stakeholders. Full details are available in the Financial Regulations Policy. Parents are consulted about sex education provision. Pupil reports are subject to on-going review. The Academy takes part in Academy improvement evaluative visits organised in collaboration with local partners.

This will apply in particular to:

- staffing

- use of premises
- use of resources
- quality of teaching
- quality of learning
- purchasing
- pupils' welfare
- health and safety
- will not waste time and resources on investigating minor areas where few improvements can be achieved
- will not waste time and resources to make minor savings in costs
- will not waste time and resources by seeking tenders for minor supplies and services
- The pursuit of minor improvements or savings is not cost effective if the administration involves substantial time or costs. Time wasted on minor improvements or savings can also distract management from more important or valuable areas.

The above statement is reflected in our policy and procedures and is detailed in the Financial Regulations Policy, Teaching and Learning Policy and Health and Safety Policy.

Staffing

Governors and Academy leaders will deploy staff to provide Value for Money in terms of quality of teaching, quality of learning, adult-pupil ratio, and curriculum management. The Academy's Curriculum Model ensures that an optimum adult-pupil ratio is achieved providing high quality teaching and learning for our students, and a curriculum which meets the needs of our students. This model is under constant review. Any improvements identified are incorporated and remodelling principals are always applied to planned improvements. We have a highly effective support staff team whose skills are effectively deployed across the Academy eg. 5 members of high level support staff have been trained in various intervention strategies for Pupil Premium pupils including synthetic phonics, critical thinking strategies, emotional literacy and Maths intervention programmes to teach pupils struggling with literacy, numeracy and social skills.

Use of Premises

Governors and Academy leaders will consider the allocation and use of teaching areas, support areas and communal areas, to provide the best environment for teaching & learning, for support services, and for communal access to central resources, e.g. the optimum use of available space and curriculum demand leading to the creation of the Media Suite

OUTCOME

The physical resources of the Academy are reviewed constantly and in accordance with the Academy Site Development Plan, Asset Management Plan and Suitability Survey and Condition Survey which are all incorporated in the Fixed Assets Portfolio. Due consideration to the most appropriate teaching and learning environment is given even down to the type, material and colour of furnishings. Space is a premium and therefore all areas are utilised as effectively as possible. The allocation of the physical resources includes extended Academy services and hire and letting of premises outside of the academy's activities. In order to achieve

optimum use of the Academy as a public and community building, Governors encourage full use of the physical resources for the benefit of the whole community, increasing revenue to support Academy services whenever possible eg. the Diner is open as a Breakfast Club for pupils from 8am each day; extensive lettings programme of various facilities supports the local community we serve and the Academy's business strategic plans encouraging sustainability of facilities for our pupils ; Local clubs are encouraged to make use of the Academy's facilities such as the local Orchestra using the Music Rooms, full Academy use gifted to the Coalville Festival of Music annually; Public areas are decorated to take into account partially sighted users and acoustics are reviewed to support those members of the Academy and local community that are hard of hearing. Other needs are considered and review where necessary under the Equalities Act.

Use of Resources

Governors and Academy leaders will deploy equipment, materials and services to provide pupils and staff with resources which support quality of teaching and quality of learning.

OUTCOME

The Academy's curriculum and curriculum support resources accounts for between 2% of the total EFA Academy budget (£54,373). Which will increase in 2014.15 due to the changes made to the Curriculum. All resources are targeted in accordance with the Academy Development Plan and Academy Annual Budget. Newbridge, in comparison with other similar Academies receives low funding (this is due to Leicestershire Education receiving the lowest funding available from Central Government), this means that through effective policy (Financial Regulations Policy) and more importantly practice, Governors and Academy leaders deploy resources in the most efficient and effective way possible. *'Governors work closely with a highly efficient Business Manager to ensure that money is used effectively for the benefit of pupils' Ofsted 2013*

Teaching and Learning

Governors and Academy leaders will review the quality of curriculum provision and quality of teaching and learning, to provide parents and pupils with:

- a curriculum which meets the requirements of the National Curriculum and the needs of our pupils as they move from KS3-4.
- teaching which builds on previous learning and has high expectations of children's achievement

OUTCOME

The Curriculum Model is designed to ensure that the curriculum provided is of high quality and the Academy's results indicate that it is also effective. We are not complacent about the Academy's achievements and the Curriculum Model and Staffing Model is reviewed regularly. Expectations for our pupils' achievement are high and are illustrated in the Academy's Development Plan and Departmental Development Plans. Two levels progress targets are set for all pupils over the key stage. The academy is currently working in partnership with other local schools to define assessment criteria which will plan progression from KS2 to successful outcomes at KS4. Teacher assessments are monitored regularly by teaching staff.

Progress measures show that the Academy has been working above the national average at KS3.

A detailed and thorough Teaching and Learning Policy created and written by a large number of stakeholders and has led to the development of high quality learning. It was recognised by Ofsted in June 2013 as providing good guidance and is intrinsic to our post Ofsted and key development action plans. The Assessment and Communication Policy sets out how pupils are assessed and monitored. Each department to give detailed guidance on effective feedback. Indicators are used for all pupils and are calculated based on pupils' KS2 results and the performance of past pupils over the previous 3 years. *"Pupils have positive attitudes to their learning, work hard in lessons and feel happy, safe and free from bullying"* OfSTED May 2013

All pupils have two levels progress target set. All Curriculum areas set targets for each cohort; these targets are reviewed by Pastoral Managers, SLT, Line Managers, Headteacher, Governors.

Purchasing

Governors and Academy leaders will develop procedures for assessing need, and obtaining goods and services which provide "Value for Money" in terms of suitability, efficiency, time, and cost. Measures already in place include:

- competitive tendering procedures (e.g. for goods and services above £10,000), procedures for accepting "Value for Money" quotes, which are not necessarily the cheapest (e.g. suitability for purpose and quality of workmanship)
- procedures which minimise office time by the purchase of goods or services under £5000 direct from known, reliable suppliers (e.g. stationery, small equipment).

OUTCOME

Procedures have been created to ensure needs are assessed and goods and services are obtained which provide 'Value for Money'. These procedures are detailed in the Financial Regulations Policy which is reviewed annually. Evidence that these procedures are being carried out can be found within the Academy's financial documents, External Audit, Responsible Officer (LA Audit) reports and FMGE Assessment. Additionally, checks can be made any time by consulting the Academy financial records and documentation. The Academy first full LA Audit is due to be completed by December 2013. The outcome of which will be reviewed by the Accounting Officer, Governors and forwarded to the EFA.

Pupils' Welfare

Governors and Academy leaders will review the quality of the Academy environment and the Academy ethos, in order to provide a supportive environment conducive to learning and recreation.

OUTCOME

Pupils' welfare is paramount at Newbridge. The Academy takes its responsibility of the Every Child Matters (ECM) Agenda seriously and this is reflected in our recent OfSTED inspection 2013. *'All Pupils report that they feel well cared for and that there would be an adult to talk to if they had a particular problem'* OfSTED 2013 Further evidence includes: student voice consistently reveals very positive attitudes to school; the assessment and regular monitoring of the needs of all students with additional needs; a wide range of intervention programmes kept constantly under

review; alternative timetables and provision for individual pupils with challenging behaviour resulting in no students being permanently excluded in 2013-14.

Newbridge Academy Council regularly discusses the Academy's ethos and environment; they understand the concept of 'ownership' and work the appropriate staff to inspire both learning and recreational environments.

Health & Safety

Governors and Academy leaders will review the quality of the Academy environment and equipment, carrying out risk assessments and Health & Safety Reviews where appropriate, in order to provide a safe working environment for students, staff and visitors.

Monitoring

These areas will be monitored for Value for Money by:

1. In-house monitoring by the Headteacher, Business Manager, Budget Holders and Curriculum Leaders, e.g. classroom practice, work sampling
2. Annual Performance Management target setting meetings between the Headteacher, SLT, Curriculum Leaders and Support Staff.
3. Annual Budget Planning
4. Headteacher's and Business Manager's monthly financial reviews
5. Analyses of Academy pupil performance data, e.g. SATs results, standardised test results, LA schools and academies.
6. Analyses of LA pupil performance data, e.g. attendance data
7. OFSTED Inspection reports.
8. Regular Classroom observations by SLT
9. Governors' visits
10. Audits
11. Governors' committee meetings
12. Governors' full meetings
13. Governors will:
 - Review their "Value for Money" statement annually at the Finance & Resources committee.

Governors' minutes will illustrate this OUTCOME.

- ensure Value for Money when arranging internal and external redecoration contracts.

Evidence of this practice can be found via the Site Manager and Business Managers quotation records.

LESSONS LEARNED

Following the lessons learned after the Academy's first full financial and Academic year for Newbridge High School Academy, practice has been changed to reflect recommendations of our externally appointed Auditors. All recommendations from both our External Auditors and the Local Authority Auditors that have been appointed to act as

our Responsible Officers have been actioned and progress has been reported to Governors via the Finance & Resources Committee.

Any areas identified in the audit of our accounts ending 31 August 2014 will also be reviewed and an appropriate Action Plan created and monitored in a similar way.

The biggest learning curve for us as an Academy has been the additional workload both administrative and financially. The 'freedoms' gained as an Academy have been balanced by the understandable additional reporting and administrative burdens. We are still in the process of learning and as such we will readily find areas to improve upon. During the next financial year we intend to:

- *Review and improve all financial practices where necessarily and in accordance with professional advice*
- *Ensure that we continue to take full advantage of all additional funding opportunities*
- *Continue to look at innovative and cost effective ways to drive forward the Academy priorities identified in our Academy Development Plan and strive to ensure Value for Money at all times ensuring the highest possible outcomes for our students.*
- *Work in partnership with other local schools to ensure that the school has robust benchmarks against which it can continue to measure its performance at KS3, in the absence of national data.*

Signed: 

Name: Mr Stewart Goacher

Academy Trust Accounting Officer

Date: November 2014.