

Value for Money Statement

Academy trust name: Kingsdown School

Academy trust company number: 07697067

Year ended 31 August 2014

I accept that as Accounting Officer of **Kingsdown 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 Trust is responsible for the way in which the school's resources are allocated to meet the objectives set out in the school's Strategic Improvement Plan. Trustees need to secure the best possible outcome for pupils, in the most efficient and effective way, at a realistic cost.

Trustees apply the four principles of best value - Challenge, Compare, Consult and Compete – when making decisions about the allocation of resources to best promote the aims and values of the school and to best support the educational needs of all students.

Value for money is about continually reviewing, challenging and improving the use of resources in a way that leads to the raising of education standards and continuous improvement.

Trustees and school managers:

- regularly review and question performance, school routines and processes to ensure that they are in line with the schools comprehensive Strategic Improvement Plan focused on raising standards and improving the learning outcomes and opportunities for all students. Key priorities include:
 - Raising achievement
 - High quality teaching and Learning
 - Promoting positive attitudes and behaviours for all
 - Deploying resources safely, efficiently and effectively for all
- make comparisons with similar or other schools using external data e.g. RAISEonline, Data dashboard, quality of teaching and learning, levels of expenditure.
- require suppliers to compete on grounds of cost and quality or suitability of services or products.
- deploy resources safely, efficiently and effectively for all and this enriches the opportunities and learning experiences for students.
- consult individuals and organisations on quality or suitability of service we provide to parents and students, and services we receive from providers.

This will apply in particular to:

Improving educational results by:

- challenging proposals, examining them for efficiency, effectiveness and cost, for example by the setting of annual student achievement targets. Reviewing them through the year and introducing intervention strategies where and when needed to bring them back to expectations.

- regularly reviewing the staffing structure, deploying staff to provide best value in terms of quality of teaching, quality of learning and curriculum management. For example we are currently undertaking a support staff restructure and planning for a teaching staff middle leader review, to bring in a shadow structure for September 2014.
- providing a comprehensive programme of continuing professional development (CPD)
- establishing close links with The Ridgeway Academy, we are embarking on mutual school improvement and sharing of good practice.
- closely monitoring the progress of learners from KS2 to KS4 and setting in place targeted intervention to ensure that students have the best opportunities and support to achieve success. Our Academy challenges all students to make expected and progressively more than expected progress relative to their starting points. Service (for) Improved Schools Results Analysis (SISRA) is being used extensively as a data analysis tool which tracks the progress of cohorts, classes, groups and individual learners across the school. Combined with access to Sims Learning Gateway (SLG), the enhancement of the school website and a more consistent approach to all aspects of communication, all stakeholders now have access to wide ranging information about the school.
- embedding high quality teaching and learning and intervention to provide high quality learning experiences for all students, promoting high levels of resilience, confidence and independence. Marking and feedback has been a key developmental area within teaching and learning as has been a focus on engaging boys. The rigour and validity of assessment data has been strengthened and students are beginning to take greater responsibility for their learning. Homework has been re branded as Prep Work and is now a strength of the academy with access to prep work being made available to parents/carers via the school website.
- new initiatives using Pupil Premium funding for the benefit of meeting the differing needs of students, such as 1 to 1 support, can be found on the schools website at www.kingsdownschool.co.uk.

Kingsdown School promotes fair competition through quotations and tenders to ensure that goods and services are secured in the most economic, efficient and effective way. The Financial Manual is kept under review to ensure the systems are appropriate and contracts are reviewed regularly, ahead of renewal date to ensure best value.

New facilities have been procured, including a Sports Centre to enable curriculum needs to be met at both KS3 and KS4 and in Summer 2013 an all-weather pitch (3G) was constructed, together with changing and shower facilities, as a donation in kind in mitigation from a developer adjacent to the school.

The school has had another clean audit for the 3rd year as an Academy.

Capital funding is borne in mind and any opportunity is taken advantage of; being successful with an Academies Maintenance Funding bid in 2012 and investigating future opportunities.

Under the guidance laid down by the Trustees, the school invests surplus funds in order to maximise income.

Trustees have agreed a Risk Register, including a Risk Management Strategy and a Risk Management Plan; these include the financial risks to the Academy. The register and plan are regularly reviewed in light of any new information and formally reviewed annually.

The Trustees have assessed the major risks to which the Academy is exposed, in particular those relating to its finances, teaching, facilities and other operational areas. The Trustees have implemented a number of systems to assess and minimise those risks, including internal controls.

The Trustees examine the financial health formally at least every term, reviewing performance against budgets and overall expenditure by means of regular update reports at all full Trustees' and Finance Committee meetings

At the year end, the Academy had no significant liabilities arising from trade creditors or debtors where there would be a significant effect on liquidity.

The Board of Trustees recognises that the defined benefit scheme deficit (Local Government Pension Scheme) represents a significant potential liability and aims to reduce this over the coming years having increased its contributions from April 2014. The Trustees consider that the Academy is able to meet its known annual contribution commitments for the foreseeable future, and that the risk from this liability is therefore minimised.

Name: Wendy Conaghan

Academy Trust Accounting Officer

Date: 23rd December 2014