

Value for Money Statement

Academy trust name: Selwood Academy

Academy trust company number: 7814065

Year ended 31 August 2013

I accept that as accounting officer of **Selwood Academy** 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.

At Selwood Academy we aim for: employing the best staff in the best rooms with the fewest number of pupils in each classroom and the best resources...but by keeping within the budget.

Best staff – in 2013 we re-advertised for a Maths specialist to ensure we appointed a quality candidate to cover maternity (i.e. interviewed twice). As a result, the reputation of the Maths department as an outstanding department was maintained, with the Average Points Score across the school being 18.40, the SATs results being 88% attaining a level 4+ and the value added across Years 5-6 being 10.40.

We also re-modelled the support staff by advertising for and appointing a new post of Finance and Premises Manager. These two crucial appointments on the support staff have helped the financial and premises decision-making processes, also the monitoring and evaluation procedures (i.e. 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.) These appointments have enabled the Business Manager to focus on being more strategic.

Best rooms – we secured a grant for £150,000 to pay for window replacements, thereby completing the UPVC refurbishment.

Fewest pupils: We have been oversubscribed for the last two years. This year 11 went to appeal with 5 being successful. This has meant that the class sizes in Year

5 and Year 6 are 30 (except the extra appointment in Year 6 has enabled class-sizes to be around 25-26.) By increasing our Admission number to 180 and by reaching this figure in Years 5 and 6, we have been able to attract more funding to the school

Best resources: Staff capitation policy has been changed , so that the Deputy head teacher i.e. the curriculum holds the whole-school curriculum budget and individual departments make a case for expenditure through her co-ordination. This allows for economies of scale and also saves any duplication of resources or wastage.

Other strategies adopted over the last year, to ensure Best Value:

- **The writing of a School Development Plan linked to the school's needs, which in turn are identified through the school's monitoring and evaluation provided by all stakeholders (pupil feedback, parental feedback, data analysis, staff observations, appraisal, work scrutiny). The SDP is planned and costed with the budgetary situation in mind. On-going monitoring and review of the SDP ensures effective application of the SDP.**
- **Staff capitation policy has been changed , so that the Deputy head teacher i.e. the curriculum holds the whole-school curriculum budget and individual departments make a case for expenditure through her co-ordination. This allows for economies of scale and also saves any duplication of resources or wastage**
- **The Pupil Premium funding has been spent on extra staffing to provide interventions for key pupils, to maximise pupil' learning potential, but planned in accordance with the budget (e.g. we budgeted for an extra teacher in Year 6, to target Pupil Premium pupils)**
- **More school interventions for targetted pupils have taken place in 2012-2013 than ever before, including: experienced and quality Literacy and Numeracy tutors, each offering two days per week; two experienced teachers of English and Maths providing Catch-up sessions for Year 7 pupils; Read Write Inc sessions (a structured phonics course) provided for three hours per week for 30 Year 5 pupils whose Literacy skills are very weak; mentoring and personalised support for vulnerable pupils through the school's pastoral system (tutors, Pastoral Team Leaders, the Senco and PFSA's). A file is kept with the head teacher to provide evidence of the impact of interventions, but the headline is that the average progress for each child was at least good, be they Pupil Premium or non-Pupil premium.**

- ***Improved collaboration between the 17 schools that make up the Frome Community Learning Partnership (FCLP), especially, the pooling of resources (£1000 per school) to employ an esteemed Literacy adviser to work more closely with each school to raise standards; also £1000 per school through the Sports funding to appoint two PE specialists to provide extra sporting opportunities for all primary-aged pupils in Frome schools; the setting-up of an Intervisiting programme, thus establishing our own mini-Ofsted inspections; the appointment of two PAT workers (Parent and Teacher) to work with the most vulnerable of families in the FCLP. The good impact of these strategies is already clear through our FCLP data analysis and will continue to be monitored closely.***
- ***Our own data analysis shows that each department made good progress or better, with MFL and Maths being outstanding. In English, the Writing progress was good but the Reading progress, from the end of Year 4 to the end of Year 8, was only satisfactory i.e. 12 points across the school. Action to improve Reading progress is written into the School Development Plan and includes staff finding more time to hear each child read, with each child being given a Reading record so that the parent and the teacher can encourage the pupil to respond to their reading in more detail. Part of the problem in Reading stems from the Year 4 assessments not being entirely reliable and our own Year 8 assessments have erred on the side of being cautious. From September 2013, we will introduce our own base-line reading test in Year 5 and will use Optional tests at the end of Year 8 to create exit levels which in turn should provide a more accurate picture of the pupils' progress across the school***
- ***The governors maintain a firm grip on financial decisions and the school's effectiveness, such as through the regular governor business meetings and reports at the full governors meetings. The new handbook produced by the governors for the governors (introduced in July 2013) provides each governor with a clear picture of the school's financial controls***

Signed:

Name:

Academy Trust Accounting Officer

Date: