

Value for Money Statement
Academy trust name: Bungay High School
Academy trust company number: 7698578
Year ended 31 August 2013

I accept that as accounting officer of Bungay High 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.

Improving educational results: The Academy Trust is in its second period of operation, the year to 31 August 2013 covers the first as an 11 to 18 school having expanded last year by two additional year groups. Three years of planning culminated in the opening of the new, larger school on 1st September 2012 over two sites. Student numbers have grown from 982 in the last accounting period to 1,375. Post 16 provision is at the previous Middle School building, re-opened as Bungay VI Form Centre. This building houses 260 students aged 16 to 18, and provides for more independent learning in an environment designed to help student prepare for further education and the world of employment. Both changes have been very popular with students and parents, and the school will be close to capacity again next year, with over-subscription in two year groups.

. The Academy was rated as Outstanding by Ofsted in June 2011, having been previously rated as Good.

- Attainment on entry is just below the national average. However, standards at Key Stage 4 have risen year on year and, in 2010, were very high at 70% 5+A*-CEM.
- The proportion of students achieving five or more higher grades in their GCSEs was significantly above the national average, with extremely strong performance in English, Mathematics and Science, the Academy's specialist subject.
- All other major measures of progress and attainment at Key Stage 4 were significantly above average at the last RAISE online review of 2012, we still await the 2013 version.

**As you can see from the 2012 figure on page 3 below, we had expected to achieve the same 2011 approximately 65%, this was significantly affected by AQA and OFQUAL at a national level changing the grade boundaries in English Language. Having predicted the high 70%+ grades gained in previous years, the 2012 pass of 52%, appears to confirm that pass marks were set unreasonably high. Maths continued to achieve well above the national average

In 2013 the 5+A*-CEM rose to 60% clearly showing that 2012 was a blip year.

The A level results continue to show a positive outcome with A level students achieving above the target set last year. The students achieved 231 points per entry at A2 on average compared to the target of 210.

We await RAISE online to give a very detailed value added measure of all our students, especially the vulnerable and those eligible for the Pupil Premium. These vulnerable groups have been most affected by the grade boundary changes, as prior to 2012 they were among our top performing groups.

Targeted improvement: Staffing structure is deployed to drive and support school improvement and our wide curriculum, summarised in our LEAD (Leadership, Engagement, Achievement and Differentiation) Plan. This focuses on; sharing best practice, all members of our community taking responsibility for their actions, and rigorous implementation of the school's policies and procedures for managing behaviour, marking, feedback and differentiation in class. The aim is to raise achievement at KS4 and KS5 rapidly so that standards are at least in line with predictions by summer 2014 (FFTD – top 15-20 percentile shows upper 60's), ¾ levels of progress and ALPs predictions for post 16 should be 4/5 for each subject. English and Maths is targeted with additional teaching capacity to provide intervention work for students not achieving expected progress. Improving attendance is also a priority, especially with the vulnerable groups,

for example some of our persistent absentees are from vulnerable families, and we are working really hard to support them through the use of the pupil premium. New legislation introduced from September 2013 means that I can no longer authorise absence for a holiday other than under special circumstances.

Focus on individual pupils: How has the trust managed the differing needs of pupils, such as those requiring one to one support, and those requiring more stretch?

- Year 7 Catch up intervention in English and Maths
- Intervention for KS4 students not achieving expected levels of progress in English and Maths
- Funding to support vocational lessons for 76 students a year which aids their understanding of core subjects, prepares them for the world of work and improves behaviour.
- Creation of two new courses in Engineering and Motor Engineering with back-up mathematics tuition.
- **Collaboration:** The trust has engaged with other educational providers and experts to share delivery or good practice, and to drive up standards for the least cost. This includes setting up a new subsidiary company, the North Suffolk Skills Academy which works with five other high schools, a Higher Education College and commercial providers of vocational education to provide a suitable range of curriculum to suit individual students.
- Gifted and talented students are provided with a full range of opportunities to ensure they maximise the full range of HE and work related experiences available to them.

Pupil Premium The academy tracks the progress of all students robustly and applies intervention strategies to ensure we minimise underperformance, particularly within the percentage of students entitled to benefit from the Pupil Premium, in current Year 11 it is 14.5%, in 2012 it was 17%.

- Creating a study plus group, equal to one option block in Years 10 and 11 to receive more Maths and English incorporating some EAL students.
- Withdrawal from certain subjects, MFL and Humanities in Years 7, 8 and 9 to focus on additional literacy and numeracy work.
- Additional support for students doing controlled assessments.
- Appointment of additional teaching assistant to support ASDAN group.
- Appointment of a behaviour support assistant to work alongside the small proportion of disengaged students.
- One-to-one mentoring involving external staff.
- One-to-one mentoring form tutors, allowed additional 100 minutes over two weeks for this per tutor, at a cost of £49,000p.a. (Sutton Trust believe best form of support to students is through effective feedback.)
- Peer mentoring programme.
- Purchase equipment and additional resources for individual students.
- Educational visits.

New initiatives: What changes did the trust make to its budget to accommodate additional activities whilst living within its means?

The Academy was gifted a closing Middle School building which it completely refurbished and refitted with suitable ICT equipment to create a separate VI Form Centre at a cost of around £200,000. At the same time, it made necessary improvements to the main site to accommodate 420 additional year 7 and 8 students, this included additional toilets, PE facilities, dining areas and kitchen, ICT improvements, car parking for additional staff and re-modelling of the bus parking bays to accommodate 22 buses, all at a cost of £210,000. Best value was achieved by a careful process of using second-hand equipment, furniture and materials from closing schools and rigorous procurement systems to ensure all work was completed on time and on budget.

In addition, the school structure was altered from a year group system to create four Houses, to allow for working over two sites, and for two additional year groups. A system of vertical tutoring was developed to aid transition and encourage mentoring among students. This involving employment of 20 additional

teaching staff and 9 additional support staff. In many instances, staff were employed from the closing Middle Schools to ensure good continuity for our students and to aid transition. Although this was not the most cost-effective option, our purpose is to ensure highest quality education by focusing resources on employing experienced, proven teachers.

Quantifying improvements: What data is available to evidence the effectiveness of the trust's strategies – such as pupils' educational attainment, behaviour and attendance records over time – and what does it show? What was the trust's financial performance in the corresponding period?

The Academy makes wide use of data to quantify improvements, monitor finances and track student progress, this table provides a brief summary:

Data	2013	2012	2011
Percentage achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs (5ACEM)	60%	52%**	65%
Absence as percentage of available sessions (from Summer Census)	6.9%	6.2%	6.1%
Free reserves as a percentage of GAG	8.7%	4.1%	0

The Academy has built up free reserves as above, and medium term plans are to maintain these at approximately 6 weeks' salary costs due to expected fluctuations in student role, having assessed the risk of our being unable to maintain current high levels of out of catchment students.

Financial governance and oversight: As accounting officer I have responsibility for reviewing the effectiveness of the system of internal control. During the year in question the review has been informed by:

- the work of Governor/Responsible Officer Christine Johnson, assisted by CSD Ltd on additional internal control audits;
- the work of the external auditor;
- the work of the senior leaders within the academy trust who have responsibility for the development and maintenance of the internal control framework.

I have been advised of the implications of the result of their review of the system of internal control by the governors' finance committee and a plan to ensure continuous improvement of the system is in place, aided by accountancy services from CSD Ltd.

The academy trust's 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;
- twice termly reviews by the finance committee of reports which indicate financial performance against the forecasts and of major purchase plans, capital works and expenditure programmes;
- monthly financial and management reports covering all departmental expenditure, and revenue budgets.
- 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.

Better purchasing: All contracts are appraised or renegotiated in a timely manner to get the best mix of quality and effectiveness. Three year contracts have been entered after tender to ensure reduced cost where it was felt that this would benefit the trust, such as insurance and cleaning. Some services have

been terminated with external providers as the expertise is now available in the academy, however we make use of procurement services from CSD Ltd and use the Crescent Purchasing Consortium.

Benchmarking: Has the trust benchmarked its costs against similar organisations to identify areas for making savings?

The Academy benchmarks costs against similar academies locally and nationally, and discusses outcomes at the finance committee, however, this has not raised potential for areas of savings as we already achieve among the lowest costs for most areas, with the exception of teaching costs and exam costs, which have been targeted for focus.

Options appraisal: The Governors and Senior Leadership Team apply the principles of best value when making decisions about:

- allocation of resources to best promote the aims and values of the school.
- targeting of resources to best improve standards and the quality of provision.
- use of resources to best support the various educational needs of all pupils.

The trust has developed procedures for assessing need, and obtaining goods and services which provide "best value" in terms of suitability, efficiency, time, and cost. Measures in place include:

- competitive tendering procedures
- procedures for accepting "best value" 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 £1000 direct from known, reliable suppliers (e.g. stationery, small equipment).

Economies of scale: The trust regularly takes opportunities to work collaboratively with others to reduce and share administration and procurement costs. For example; energy and services are purchased together with other Suffolk schools and local authority organisations and major contracts are taken to tender using the Crescent Purchasing Consortium. The academy shares procurement best practice using the Suffolk Academies Forum, and, nationally using the FD Forum on-line.

Better income generation: Opportunities have been taken to explore and generate additional and reliable revenue streams, such as letting out sports facilities, providing training for graduate teachers and employing our own in-house catering team. This is being expanded next year to offer Engineering and Motor Vehicle education to local schools at our subsidiary company created July 2013.

Reviewing controls and managing risks:

The Trust has appointed a Governor responsible for audit who liaises closely with the audit team and reports back to Governing Body. Crowe Clark Whitehill have been appointed as external auditors and the academy purchases advice and finance training from CSD Ltd.

Budget holders, management and governors receive regular budget reports which are scrutinised to ensure the most effective use of resources to meet the objectives of the Academy.

The Academy has moved balances to a higher interest account to ensure maximum returns on surplus balances. This is reported to the governing body and best options discussed on a regular basis.

Insurance levels are reviewed annually and used cost-effectively to manage risks.

The governors review the reserve levels of the Academy annually. This review encompasses the nature of income and expenditure streams, the need to match income with commitments and the nature of reserves.

The governors have determined that an appropriate level of free reserves should be maintained. The reason for this is to provide sufficient working capital to cover delays between spending and receipt of grants and to provide a cushion to deal with unexpected emergencies such as urgent maintenance, to plan for future capital projects and to make provision for fluctuations in student numbers.

Lessons learned: What has the trust done to appraise and learn from its strategies and decisions in order to make the budget go further.

- To use data to target resources, and evaluate on an on-going basis to ensure funds are spent to best effect. For example, we found that our budget for Teaching Assistants is more effectively spent on higher-level TAs who can work with small groups of students.

- To monitor finances carefully, therefore detailed management reports have been developed and Governors and senior staff trained in how to analyse the information.
- The Academy has increased its use of specialist services, such as provision of a detailed condition report on buildings to inform medium term capital spend and aid grant applications.

Signed:

Name: Sean O'Neill

Headteacher and Academy Trust Accounting Officer

Date: