

# Value for Money Statement

**Academy trust name: Carre's Grammar School**

**Academy trust company number: 07671174**

**Year ended 31 August 2013**

I accept that as accounting officer of Carre's Grammar 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 governors of Carre's Grammar School are committed to achieving Best Value in all decisions made. We use the principles of Best Value as they apply to securing continuous improvement in this school and will:

- Regularly review the functions of the school, **challenging** how and why services are provided and setting targets for improvement;
- Monitor outcomes and **compare** performance with similar schools and within the school;
- **Consult** appropriate stakeholders before major decisions are made; and
- Promote fair **competition** through quotations and tenders to ensure that goods and services are secured in the most economic, efficient and effective way.

We will strive to ensure that the school is using its resources effectively to meet the needs of students.

The school has in place a five year strategy and a set of guidelines, updated annually, which will ensure that Best Value will be reviewed and demonstrated. The strategic plan for 2012-17 is outlined below.

## 1. Teaching and Learning

### Objective

To ensure that all students achieve to their potential through excellence in teaching and learning.

### Strategy

- Embed a culture of innovation in teaching and learning to meet the challenges of a developing society
- Embed core learning principles throughout the school
- Review, develop and expand the curriculum to ensure that it is fit for purpose and meets the needs of future generations
- Continue to build the capacity of the teaching staff to cater for individual student's learning differences, abilities and preferred learning styles in the classroom

## **2. Leadership and Management**

### **Objective**

To ensure that there is consistent high quality leadership at all levels to enable delivery of the school vision.

### **Strategy**

- Embed high quality monitoring and accountability processes, including clear management structures
- Ensure high quality professional development for all staff and governors
- Ensure that there is an effective recruitment and appointment process for all staff
- Develop succession planning at all levels
- Ensure that school governance makes a significant contribution to the work of the school

## **3. Care, Guidance and Support**

### **Objective**

To ensure that all students feel safe, valued and cared for, and to cultivate resilient and confident young people.

### **Strategy**

- Embed a shared and consistent understanding of CGS policy and practice across the whole school, including safeguarding, developing a culture where all members of staff embrace their collective responsibility to encourage and inspire all of the young people in their charge
- Continue to provide effective transition and pre-transition programmes for students entering the school
- Implement effective processes to monitor and evaluate the effectiveness of CGS care and guidance strategies and practice on learner attitudes and outcomes
- Continue to foster a culture of achievement founded on positive Behaviour for Learning
- To continue to foster a culture where learners are equipped and empowered to maximise their own learning, aspiring to achieve their full potential through the development of processes that challenge complacency and support robust self-review
- To continue to develop the school's specialist expertise to ensure that learners with additional needs are effectively supported

## **4. Staffing**

### **Objective**

To employ, develop and support people to enable them to become leading practitioners in their fields and who add significant value to learning experiences of the students in the school.

## **Strategy**

- Embed effective personnel procedures in the school, including Safer Recruitment principles
- Provide an effective CPD programme for all staff as a means of promoting and supporting their learning and enhancing their contribution to the school
- Embed a rigorous Performance Management process in the school
- Promote, recognise and reward excellence, and celebrate success

## **5. Community**

### **Objective**

To maintain positive and enduring relationships within Carre's and the wider community.

### **Strategy**

- Promote and embed a culture of philanthropy throughout the Carre's community
- Strengthen awareness and recognition of the school's programmes and initiatives in the wider community
- Maintain and enhance a profile in the wider community that ensures ongoing reputation and numbers on roll
- Develop and foster a strong alumni programme

## **6. Enrichment**

### **Objective**

To fully develop students' skills, values, capacities and interests beyond the classroom.

### **Strategy**

- Embed the importance of enrichment in the culture of the school
- Develop the skills of staff and improve student leadership
- Develop and embed the values and spiritual health of the school both within and without the community

## **7. Building for our future**

### **Objective**

To develop outstanding facilities and financial security to support the vision, values and moral purpose of the school

### **Strategy**

- Review and update a prioritised list of facility developments
- Develop an Environmental Sustainability Programme
- Develop the Academy Trust

## **Priorities for 2012-13**

### **Standards**

- Continue to raise attainment and achievement at GCSE grades 5+ A\*-C (including English and Maths), with a focus on the percentage A\*/A per student
- Continue to raise attainment and achievement at A Level, focussing on the number of A\*-B grades.
- Focus on specific subject areas (see below).

All data is available online.

### **School Leadership and Management**

Improving the way in which the school promotes its image by:

- sending out a regular newsletter promoting the successes and good work of the school and the staff.

Identifying and responding to parents' concerns at Parents' Evenings, by:

- making questionnaires available to canvas parents' views and opinions and act upon them;
- Regularly informing them of the procedures for dealing with complaints.

Ensuring that there is a systematic approach by the Governing Body to check the effectiveness of the provision by:

- monitoring baseline/end of Foundation Stage assessment, statutory end of Key Stage and Optional Assessment results against agreed targets for improvement;
- Ensuring regular review of all policies;
- Responsibility given to specified areas of the school to each governor to ensure high standards are maintained.

Improving school effectiveness by:

- Using RAISE online information to set targets;
- continuing to develop leadership roles at all levels to monitor effectiveness;
- carrying out classroom observations by teachers and/or outside agencies, in line with the agreed calendar for monitoring and as part of Performance Management and the school's monitoring and evaluation programme.

### **Financial Management**

Improving efficiency of Financial Management by:

- ensuring Best Value principles are applied to all quotations and tenders;
- ensuring governors continue to be kept fully involved and informed of the school's financial position through the production of Management Accounts produced by the Director of Finance and Administration;
- Ensuring that the school's Finance Policy is regularly updated to reflect audit recommendations and legislative changes.

## **Resources**

Ensuring Best Value principles are applied to the purchase of resources by:

- major purchases are monitored for effectiveness by the governors against raising standards throughout the school and are in line with the school's Action Plans.

## **Premises**

To monitor effective use of the school environment by:

- applying Best Value principles at all times;
- reviewing the Health and Safety policy;
- continually informing the Asset Management Plan to reflect the aims of the school to improve standards;
- Monitoring the spending of capital projects in line with the above.

## **Performance Related Pay and Appraisal**

The consultation with all staff was completed and discussed with a working group. The group included colleagues at different stages of their careers, and they reached a broad consensus, which has been adopted in the new Pay Policy. The governors now need to agree the final policy for implementation in September 2013.

## **Independent review of teaching and learning and middle leadership**

This was to validate the school's judgements and support and guide colleagues to enhance whole school improvement. It provided an excellent basis for the Ofsted inspection in January 2013.

## **Pastoral Review**

This was completed and outcomes shared widely. It involved much of our existing data (e.g. ECM Perceptions Survey, Parental Survey), meetings with students, observations of meetings, and meetings with staff. The action plan has been implemented.

## **Curriculum Review**

There is recognition that there are curriculum changes ahead in 2015, and working towards this will be the future focus, as will be the need to cater for an expanding sixth form.

## **Finance**

Ensuring that all Financial Controls are in place. A surplus budget was returned and the school is excellent financial health.

## **Premises development plan to be continually implemented**

The School House has been renovated, and other key areas of work include refurbishment of the Art Room, a Science lab, and renovation of the sixth form common room into a classroom.

## **Tracking of the G&T students**

This is ongoing. Subject teachers track those who have been nominated within their subject, and this is overseen by department heads. An Assistant Headteacher tracks the 'Oxbridge' group, along with their mentors, and does likewise with the non-subject specific G&T students, feeding back to the departments.

## **Refine the school's Marking and Assessment**

This process was started in the last academic year and evidence suggests that departments are becoming more consistent with assessment, but Ofsted highlighted that there is work to do. Heads of Department have discussed the issue at length, as has the School Team. The School Team has conducted a work scrutiny and the outcomes have been fed back to the Middle Leaders. The Assistant Headteacher for T&L has worked with the Science Faculty on work scrutinies in recent weeks, and other Faculties have conducted their own. The signs are that lessons have been taken on board, and there is a full QA calendar in place for the 2013-14.

## **Data and Tracking**

This has been refined so that progress can be measured for student groups and teaching groups. There has been exploration of other data sets and how we better use data to inform T&L. This will be discussed in the new T&L group next year. Analysis that suggests that we need to focus on different groups - top, middle and bottom - and has highlighted that the issues for success remain constant: motivation, aspiration and organisation

## **Monitoring of Independent Learning**

We have feedback from Year 7 parents on this, as well as evidence from lesson observations. Both confirm that it is being set and marked. Checks on the progress will confirm its real impact. Ofsted felt that improvements had been made in this area, but that in some areas (e.g. Science) it is not integral to the planning for learning. The KS3 Schemes of Work for all departments are being reviewed ahead of the next academic year.

## **SEN**

Action Plan for SEN (emanating from parental survey) drawn up and implemented by the SENCO. This has been done and is included in the whole school SDP.

## **Post Ofsted Action Plan**

## **Marking to give students clear and focused guidance on how to improve their work**

See above.

## **Sixth Form**

Plans were submitted to the Prince's Teaching Institute for improvement work in the sixth form. The PTI has supported us with this by providing feedback and networking opportunities so that we can benchmark against 'best practice'. The sixth form private study (Year 12) is now supervised, and for September 2013 lessons for which the teacher is absent will have work set and will be covered, as far as is practicably, and financially, possible. The two Heads of Sixth Form within the Sleaford Joint Sixth Form have conducted 'learning walks' on both sites and there have been joint observations and staff training in September concerning KS5 teaching. This will be a key theme for 2013-14.

### **Assessment - regular use is made of information on the progress of groups of students to bring about faster improvements in teaching and learning within departments**

Arguably this is already in place, but clearly there is not a consistency across faculties/departments. There was training for all colleagues who teach in the Sleaford Joint Sixth Form on how to make the most effective use of the ALPS data. The Assistant Headteacher with responsibility for Data, Tracking and Assessment is working with his colleague at St George's Academy to ensure that there is uniformity across the two schools. He is also amending our current monitoring and tracking arrangements for all staff so that more effective use can be made of the data.

Formal exams have been re-introduced. Having reviewed the process, these will take place later in the school year than they were this year. The main reason behind this is to ensure that students do not feel that the school year has ended in May, and valuable educational time, therefore, is lost with a potentially lackadaisical attitude in June and July.

## **MFL Department**

There have been issues with personnel over the last 18 months, and the governors' Teaching and Learning committee is working with the Head of Department to effect improvement. Personnel issues have been resolved and support is in place for colleagues.

## **Music Department**

There have been issues with personnel over the last 2 years, and the Teaching and Learning committee is working with the Head of Department to effect improvement, with support in place for colleagues.

## **Science Faculty**

There is now a clearer job description for each of the responsibility holders and clearer lines of accountability. All Year 9 students now study the GCSE course and from September 2013 some students will start on a Triple Science (3 separate Sciences) route, while others will start on a Double Award route.

A handwritten signature in black ink, appearing to read "NM LAW", with a small dot at the end.

**Signed: .**

**Name: NM LAW**

**Academy Trust Accounting Officer**

**Date: 11 December 2013**