

S. Peter's Collegiate School
A Church of England Academy
Value for Money Statement for year ending 31 August 2014
Academy Trust Number 8172888

I accept that as accounting officer of S. Peter's Collegiate Church of England 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 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.

1. Improving Educational Results

The Academy trust uses the Academy Development Plan to assist in managing operational processes with a particular focus on outcomes in relation to student attainment and progress. This Plan targets development issues and specific areas for improvement highlighted by the previous year's Improvement Plan Review and the intensive Academy self-review process. The Board of Directors approved this plan.

Each year the staffing structure is reviewed to ensure that staff are appropriately deployed in order to deliver the high quality curriculum. Resources are targeted to ensure that students requiring more support receive additional provision. The Academy has received recognition for the work undertaken with the most able students. Every effort is made to ensure that initiatives and good practice throughout the Academy, drive standards. Where possible, this is done collaboratively with other education providers so that costs are kept as low as possible.

Year 12 AS results have improved over time and external sources judge the 2014 results to be significantly above the national average. In terms of 2014 A2 outcomes, there was an increase in the proportion of A*/A Grades to just under 30% and the overall pass rate was just short of 100%.

All students are set challenging targets and this pursuit of excellence enabled all students in Year 13 to achieve places at their chosen higher education institution. Three students this year were successful in gaining places at Oxbridge to study mathematics, medicine and music. The improved results at AS meant that only a couple of students were unable to continue into Year 13 thus showing an excellent retention rate.

In 2014, 65% of students gained 5 A*-C grades including English and mathematics, with around 25% of students attaining the English baccalaureate. However, both indicators are shown as 0% in the school performance tables. This is due to the first entry rule being applied meaning that the English GCSE results are discounted as the English literature examination was sat first within the same examination series.

A major issue continues to be under-achievement in English. In terms of progress measures, the proportion of students in mathematics who made at least 3 levels of progress was significantly above the national average. The proportion of students making 3 levels of progress in English was significantly below the National Average. The contrast between English and mathematics is highlighted by the fact that 85% of students attained an A*-C in mathematics whilst just under 70% attained an A*-C in English. However a new Director of Learning for English has been appointed and a rigorous action plan is in place supported by a new Achievement Board chaired by a Diocesan education specialist. The Academy has also invested in a new SIMS school improvement package to assist in the implementation of speedy intervention strategies.

The focus on individual students has intensified with Pupil Premium funding used to provide appropriate support through a one to one tuition programme, provision of individual mentors and additional ICT support.

The Academy continues to collaborate in a variety of ways with many other educational providers to develop outstanding practise and raise standards. This involves specific leadership and subject support for other schools and the delivery of presentations at national conferences.

2. Finance Governance and Oversight

On converting to an academy on the 1st October 2012, the Accountants undertook a 'Health Check' on the academy's financial systems and they continue to conduct rigorous Responsible Officer activities as well as the annual audit.

Directors approved a robust Scheme of Delegation which contains a clear set of responsibilities to all and provides clear segregation of duties to all members of staff concerned, in line with recognised financial regulations.

The Finance and Estates Committee meet half termly to review the budget, monitoring reports and approve larger expenditure items. To support the work of the Directors, they co-opted a representative from local industry.

3. Demonstrating value for money and effective use of resources.

As part of our value for money procedures we continue to review the current SLA's in place and where appropriate source new suppliers offering a best-value service.

As part of our BSF (Building Schools for the Future) programme of works, the Academy has benefitted from significant investment of ICT and infrastructure. Additional funding has been earmarked to support this initiative and further enhance the Academy's resources.

4. Income Generation

The academy provides venues to local sports groups through the hire of facilities.

5. Reviewing controls and managing Risks.

Comprehensive insurance cover is in place to manage risk.

We have engaged the service of a company to ensure compliance with HR Law and Health and Safety regulations

Clear separation of duties exist to support prudent financial management

Professional support has been given to process VAT claims and pension reports.

Audit recommendations will be reviewed and the necessary procedures put in place to meet these requirements.

6. Lessons Learned (Future Objectives)

In the light of recent pay awards, monitor closely the staffing requirements in order to identify and specific areas of over-staffing where economies can be made. To reduce the supply cover costs, examine staff professional development needs along with the quantity and quality of off-site educational visits.

Being aware of future needs of the Academy and ensuring that the necessary provision is made to continue to provide the best teaching and learning environment.

Signed:

Name: Rev'd Stephen Walters

Academy Trust Accounting Officer

Date: