

Value for Money Statement

Organisation name: Holy Trinity Church of England Primary Academy

Company number: 7743627

Year ended 31 August 2014

I accept that as accounting officer of Holy Trinity Church of England Primary 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.

Value for Money Statement

Academy trust name: Holy Trinity CE Primary Academy

Academy trust company number: 07743627

Year ended 31 August 2014

I accept that as accounting officer of Holy Trinity Church of England Primary 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.

- The academy's academic performance as measured in the Government statutory assessments is outstanding. On the value added measure in KS2 SATS, the academy was in the top 4% of schools nationally. Overall, attainment in KS1 was significantly higher than national levels. Y1 phonics screening results put our school into the top 2% of the country and we received a letter of commendation from the Government for this work.
- Targeted work on improving outcomes for "Disadvantaged" children has been successful with progress and attainment for these children being higher than for other children nationally and the gap in attainment between these children and others in our school continuing to narrow. This is the result of careful deployment of staff and other resources to ensure best outcomes for children with greater disadvantage.
- Children leave the academy as independent, courageous and aspirational people, compassionate and caring and with a sense of joy. They show a tolerance and acceptance of other faiths, races and cultures, and an understanding of British democracy. They go on to do well in local secondary schools, both fee paying and state maintained. Our past pupils are very well represented in the top achievers at secondary school and are also well represented in the award ceremonies of those schools, both fee paying and State.
- Resources have been channelled into improving reading in the school, a relatively less successful area (though still higher than other schools nationally), with carefully managed purchases of class sets of books, a high quality comprehension programme bought after consultation with other schools and examination of the options, and the start of a library refurbishment programme. A significantly higher number of children now read for pleasure.
- The PE grant was used to improve coaching, to improve teachers' skills at delivery of PE and to improve resources, with a new rebound wall having been installed and new class sets of various sporting equipment having been purchased – all of this following intensive research into the best way to spend the money to enable sustainable improvement in PE provision. Quotes for services and equipment were received before the Senior Management Team made the final decision on how best to allocate the funding. Participation in sport has increased significantly through the year, and from a low point of about 50% of children taking part in extra mural sport, now 90% take part.
- Staffing structure is reviewed annually to ensure that children are given the best provision possible whilst maintaining the good financial position of the academy. Discussion about increasing the numbers of teaching staff took place but research shows that there is no identifiable benefit from reducing class size, and the decision was taken to leave the teaching staff structure as it is. In the past year, we have increased support staff hours to enhance provision of support for those who are most able, those who are least able and those on the boundaries of the next

level, to ensure each child, whatever their ability, makes best progress. We have hired in a secondary maths teacher to support a very able Year 6 pupil who required much greater challenge and we hired in many other specialists to enhance learning of music, experience of other cultures, faiths and races and to improve experience of subject learning such as science. Official statistics and our own canvassing shows that children do extremely well academically in all groups, and uphold the school values.

- The academy is in a very good position financially, with good reserves for improving the environment, resources and levels of staffing. The school hall is too small to be fit for purpose and governors are planning to improve this when sufficient resources have been built up.
- Strategic decisions on improvements have been taken by the governors after careful analysis of various options. The option to purchase a mobile classroom on the school site was available and, after considering all the various options with the support of a surveyor, governors decided to purchase the unit to enhance provision of art, D&T and cooking activities and to provide a second canteen for the efficient delivery of Universal Infant Free School Meals.
- Responsible Officer reports show that good internal controls are in place. Measures that she suggested to improve internal controls were considered, and where necessary, implemented. These included new cash handling procedures and improvements to the Financial Policy and Procedure Manual.
- Risks were assessed and treated where necessary .
- Quotes for work over £1000 are considered by governors to ensure best value eg.iPad project, sealing of asbestos in library, and improvements to the grounds.
- The accounting officer, with the admin team, consider best value for purchases under £1000 and aim to achieve the best deal for the school in all aspects of spending eg contractors, smaller purchases. All service contracts were reviewed and where a better quote was obtained for the same service, the contract was moved – eg. Grounds maintenance and Handyman contracts were changed this year to new providers.
- New projects such as purchase of the iPads were initiated, giving the Academy leaders enough time to look at other schools' provision, to get quotes and to make a measured decision on how to get best value for money for this expensive project to upgrade ICT in order to enhance our children's outcomes.
- Our energy certificate shows us to be in Band D 97, where 100 would be typical and work to keep energy costs down continues.
- Collaboration with local schools to support initiatives such as teacher development, moderation of assessments and sporting events took place so that best value can be obtained for realistic costs.
- Negotiations with outside agencies took place to ensure that best value is obtained for services such as counselling, parenting courses and family support (4 children and Talkabout Agencies involved).
- Offers of services from the local authority and other sources were considered before commissioning services so that best value is obtained. The Academy is now part of the Risk Protection Arrangement offered by EFA to replace much more expensive insurance.
- Benchmarking against other academies shows that this academy achieved good value for money with costs being low and outcomes for children very high when benchmarked against other similar academies.
- The external audit was successful.

Name: Mrs Mercedes Henning
Academy Trust Accounting Officer

Date: 12 Dec 2014