



Carshalton High School for Girls

***Value for Money
Statement 2014***

Value for Money Statement

Academy trust name: **CARSHALTON HIGH SCHOOL FOR GIRLS**

Academy trust company number: **07635770**

Year ended **31 August 2014**

I accept that as accounting officer of **Carshalton High School for Girls** 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.

Introduction

The purpose of this statement is to assure parents/carers and members of the public that Carshalton High School for Girls use of public assets and funds provides good value for money and to demonstrate that we continue to seek best value in an effort to improve this further.

We recognised that value for money is about achieving the best possible educational and wider societal outcomes through the economic, efficient and effective use of all the resources in the academy trust's charge.

This Value for Money Statement covers the period 1st September 2013 – 31st August 2014.

Improving Educational Outcomes

1. **Targeted Improvement**

- **PiXL**- This is a not for profit organisation headed by Sir Rowling that schools and academies subscribe to that provides a forum for school leaders to access to vibrant, purposeful conferences and networks of people complemented by online resources, training opportunities and development programmes. The key focus is to raise standards across GCSE, A Level and Key Stage 2. Further information can be found at <http://www.pixl.org.uk>
- **Raising Achievement Project (RAP)** – This is an in-house intervention plan which identifies and tracks student attainment to allow for a focussed intervention plan to help students achieve their potential and includes after school lessons and Easter revision classes.

The impact of these two programmes can be seen by the continued upward trend of our GCSE results of 58% 5+A*-C including English and Maths and a point score of 310.3. Our sixth form results also show a 10% increase in A*-B for A2 and a point score of 630 per candidate.

2. Focus on Individual Pupils

- **Pupil Premium** - This is additional public funding intended to raise the attainment of disadvantaged students and close the gap between them and their peers. At Carshalton High School for Girls we provide a range of activities, staff and staff time that ensures direct support for individual and group needs of students entitled to the funding.

Self evaluation and external review by Ofsted and the Department for Education through the annual attainment tables and Raise Online analysis, evidence that FSM/Ever6 students achieve extremely well at Carshalton High School for Girls. In 2013/4, as in previous years, their attainment was significantly higher than the national average with, for example, an average points score for GCSE of 254.8 which was 30 points higher than the national score of 224.5*. The gap between pupil premium and non pupil premium is reducing, with English being almost equal

The progress of our FSM/Ever6 students in relation to their starting points when they join us has also in recent years been very good and 2013 was no exception. Our students performed significantly better than their peers nationally with a Value Added score of 986.1 in comparison with the national score of 981.4*.

- **Gifted and Talented** - Carshalton High School for Girls provides these students with opportunities to extend and enhance their learning and personal development. We do this through subjects and an enrichment programme that is run throughout the year. The enrichment programme builds on the students' skills of team-work, independent learning, problem-solving and higher order thinking. Ofsted 2014 notes that "*students achieve well and the progress of different groups, including the most able, is improving*". Exam results in 2014 show:

GCSE

- ❖ G&T – English – 95% 3 levels of progress / 76% 4 levels of progress / 24% 5 levels of progress
- ❖ G&T – Maths – 90% 3 levels of progress / 52% 4 levels of progress / 10% 5 levels of progress
- ❖ G&T – 5 A*-C including English and Maths – 95%
- ❖ G&T – APS -530.6
- ❖ G&T APS (Capped) – 407.7

AS

- ❖ A -12.7%
- ❖ A/B - 33.6%
- ❖ APS - 390

A2

- ❖ A*/A – 12.1%
- ❖ A*/B – 56.1%
- ❖ APS - 223

- **Student Support** - The Student Support Department comprises two key areas, Student Support for Learning and Student Support for Behaviour. The Department aims to promote a more inclusive learning environment within the

academy by removing barriers to learning and offering coping strategies and support for students with both learning and emotional/behavioural difficulties.

Extra support is provided to students who:

- ❖ are working below National Curriculum Level 4 with literacy and numeracy levels below their age group
- ❖ have a disability
- ❖ have emotional or behavioural difficulties
- ❖ have a Statement of Special Educational Needs
- ❖ are on the Special Educational Needs register

The attainments of these students are in line with national averages in terms of total points scores, which demonstrates the impact and value of this service. Ofsted 2014 notes "*the achievement of disabled students and those who have special educational needs is in line with other students at the school*".

3. Collaboration

- **Secondary school partnership** – Carshalton High School for Girls is an active member of the Sutton Group of Secondary Schools which meets on a regular basis to share good practice, collaborate over the implementation of new government policies and explore funding opportunities. A good example is the work undertaken development of a training school within the borough and addressing the shortage of secondary places due impact in September 2015. There is also good representation on the Schools Forum which helps to inform the decision making of the group.
- **Secondary SBM Group** – This group of Secondary School Business Managers meets on a regular basis to ensure good practice is shared, economies of scale are achieved (e.g. tendering for cleaning and catering service), review of benchmarking and financial performance/monitoring; and exploring funding and development opportunities.

4. New Initiatives

- **Frog** –this software package allows us to:
 - ❖ Tailor lessons to support individual needs
 - ❖ Enable self, peer, and teacher assessment
 - ❖ Create informative resources in a matter of minutes
 - ❖ Deliver real time parental engagement
 - ❖ Encourage collaborative teaching and learning
 - ❖ Support smooth transitions between key stages and beyond
- **Mint** –this software package allows teachers to extract the relevant student information from the academy's SIMS database so they can devise the best classroom layout/seating and to differentiate lessons to better support the individual needs of students.
- **ACMF/London Borough of Sutton Capital Funding** – Carshalton High School for Girls has secured capital grant funding to replace the majority of its

temporary accommodation, develop in-door sporting facilities and meet the need for expansion within the borough for September 2015.

- A Compulsory Homework club has been developed so it can accommodate key stage 3&4, for those students who are on homework report or those in the top 10 in each year group for homework behaviour points

5. Financial Governance

Carshalton High School for Girls financial governance is managed by the Finance and Audit Committee. I attend in my capacity as the Accounting Officer

- meets termly and reports to the Full Governing Body.
- has clear terms of reference which are reviewed annually
- ensures that financial policies are in place and reviewed on a regular basis.
- Reviews controls and risks regularly, maintains a risk register and ensures separation of roles/responsibilities in the management of the academy's accounts.
- Appoints the Trusts Auditors.
- Appoints and receives termly reports from the Responsible Officer.
- Undertakes tender exercises on high value contracts to ensure that they provide best value and are competitive (e.g. Energy procurement; and Cleaning and Catering contracts). Lower value contracts are subject to the provision of 3 quotations to ensure best value is being achieved.
- Reviews benchmarking data against other academies to ensure competitiveness and best value is being achieved.
- Reviews the academy's accounts on a monthly basis.
- Maximising Income Generation – through annual review of lettings rates and charges for other services including school fund.

The robustness of systems and management of the Academy's accounts can be verified by the Annual Audit report and the Responsible Officer's report to Governors.

How can we Improve?

To continue to work collaboratively with other Trusts to benchmark our costs against similar organisations.

To continue to appraise and negotiate services and contracts to get the best mix of quality and effectiveness for the least cost

To continue with the extra support to students as set out within the statement.

To place finance as well as teaching and learning at the heart of our decision making on all new initiatives

To implement the recently approved Reserves Policy so that identified reserve funds can be specifically targeted on projects that will deliver the best outcomes and value for money.

Signed: _____ Date: _____

Mrs Vivien Jones,
Academy Trust Accounting Officer