



## VALUE FOR MONEY STATEMENT

I accept that as accounting officer of Roundwood Park School 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.

### Introduction

Governors are tasked with achieving the best possible outcome for students, in the most effective and efficient way maximising the value from every resource available to the school. Value for money refers to the educational and wider societal outcomes achieved in return for the taxpayer's resources received by the school on behalf of our students. Value is a relationship between economy, efficiency and effectiveness.

### Achievements and Performance

#### Raising Student Attainment

At GCSE this year 76% of students achieved 5 A\* - C grades including English and Maths. This is a 10% rise on last year's figure. The most able students performed well with one in three students gaining 7 or more A\* and A grades.

At A-level, 70% of all grades were A\*, A or B and students achieved an average of 229 points per entry. Two students gained straight A\* grades. These results ensured that almost all leavers took up higher education places in 2013 for their preferred courses.

To enhance our results further, we have invested in additional staff to teach more Maths and English at KS3. Additionally we have developed and embedded our tracking systems for individual students from Key Stage 2 through to Post 16.

We continue to provide support to a neighbouring Secondary School in the form of an Assistant Head with additional support provided by our Head of Inclusion during the past year.





## BEHAVIOUR AND ATTENDANCE FIGURES

We are pleased that the number of permanent and partial exclusions has reduced year on year. We have also monitored and recognised the increase in commendations awarded to students across all year groups.

The Kirkland Rowell surveys from students said 'school discipline and behaviour' is at the high end of good, parents at the high end of good and staff exemplary. Staff also rated 'pupils' attitudes to learning' and 'pupils' respect for others' as exemplary.

Students make every effort to ensure that others learn and thrive in an atmosphere of respect and dignity. Students have excellent, enthusiastic attitudes to learning, enabling lessons to proceed without interruption. All Students, including vulnerable groups have excellent experiences at school, ensuring that they are very well equipped for the next stage of their education, training or employment.

(Evidence- Pastoral Reviews Outcomes (currently 2008 – 2010), school data, Stakeholders Survey (parents, students and staff surveys) feedback (currently January 2012 – bi-annual), bullying surveys 2011-12 and 2012-13 and bullying and racial incidents report 2011-12)

## PUPIL PREMIUM

93 students were eligible for this, resulting in a total of £57,939 extra funding.

This additional Pupil Premium funding was spent on the following:

- Additional support for targeted students in English and maths in both KS3 and KS4.
- One-to-One tuition places for English and maths at KS3 and KS4.
- Developing literacy and numeracy across the curriculum.
- Subsidising extra-curricular activities and visits in order to encourage full engagement in school life.
- Subsidies for curriculum support materials and public examination "resits".
- Adapting the model of delivery for maths at KS4.
- Staffing costs for providing mentoring and support for targeted students.



Indicator Percentage of students gaining....	2013 RPS whole cohort figure	2013 FSM students at RPS	2012 RPS whole cohort figure	2012 FSM students at RPS	2012 FSM nationally
C+ in English	82	<b>68</b>	71	<b>61</b>	<b>48</b>
C+ in maths	85	<b>80</b>	79	<b>61</b>	<b>50</b>
C+ in English and maths	76	<b>68</b>	66	<b>48</b>	<b>39</b>

## STAFF

Our main expenditure is on staff salaries. Teacher/student ratios are benchmarked at 15 students per FTE teacher for a school such as ours. We currently have 13.5 students per FTE teacher. The in class 'contact time' of teachers was 0.67. The benchmarked recommendation for a school like ours is between 0.7-0.8. We have higher teacher numbers to students but keep our total salaries below the benchmarked figure. Teaching staff have less in class teaching time than the benchmarked figure.

We spent 75% of our total income on staff, compared to the benchmark figure of 80%. The increased income from budgeted to actual and in-year savings on salaries accounts for a reduction of the 80% benchmark. This is also influenced by the fact that we generate more unrestricted income (canteen, lettings etc) than many other similar schools.

11% of our income was self-generated. This is benchmarked at 9% of total income in other similar academies. Staff costs are 89% of restricted income, the benchmark is 90%.

We have consulted on and approved a new Appraisal Policy that sees a more rigorous approach to objective setting and the opportunity for accelerated staff progress.

## New Initiatives

A sum greater than the largest departmental budget was set aside for our whole school ASPIRE initiative designed to impact on Teaching and Learning across all years, helping staff and students develop enduring skill sets.

Our coaching culture is now being looked at by other schools and we have been selected to train middle leaders across the Teaching School Alliance next year in this area. This is testimony to our reputation as a school that is embedding coaching as part of our everyday practice.





A major refurbishment of the Hall was undertaken funded by the school via parent's contributions, a donation from a long standing lettee and capital expenditure money.

The school won a bid for new roofs and replacing oil boilers from the Academies Capital Fund. Work began in July 2013 and will be completed by March 2014. All winning contractors went through a defined tendering process co-ordinated by the appointed project management surveyors and key school governors.

## FINANCIAL GOVERNANCE

The Resources Committee is the key group to oversee the school's finances. Monthly reports were presented and discussions minuted detailing financial tracking, tender compliance and staffing matters. Any remedial action is targeted at budgeted items that show significant detrimental variances. The Chair is a qualified accountant. External auditors were complementary about the management of the finances and the accuracy of reporting. All major spending decisions are discussed at Resources and minuted. Tender exercises are undertaken frequently to ensure high value contracts are assessed against the marketplace to deliver value through competitive tendering.

## BENCHMARKING

The school is part of a local secondary academy forum where costs and operations dominate the proceedings. We share financial details with each other and benchmark new appointments salary scales and benefits based on job descriptions. We benchmark the number of students per teacher, contact time, absenteeism, teaching staff costs against total government income and total income.

## INCOME GENERATION

With the opening of a new Sports Centre and the appointment of a Lettings manager, lettings income has grown 5 fold over the past 18 months. Additional initiatives such as children's parties and holiday activity camps have driven this. We remain committed to delivering a variety of community led activities such as No Strings Badminton.

We provide meals for the local junior school daily.

Our staff have used their expertise in a range of income generating consultations and teaching alliances.

## Reviewing Controls and Managing Risk

We continually monitor processes with the intention of achieving greater efficiencies that also lead to cost reductions. Governors have agreed a risk register which details all potential financial and business risks, weights their impact based on significance and likelihood and details mitigating measures to reduce risk exposure.

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Signed-----

Alan Henshall  
Academy Trust Accounting Officer

Date---10.12.13-----

