

Value for Money Statement

Academy trust name: Goddard Park Community Primary School

Academy trust company number: 07351053

Year ended 31 August 2014

I accept that as accounting officer of the Goddard Park Community Primary 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 Academy Trust is committed to:

1. Raising Attainment.

This year's Reception cohort had one of the highest levels of free school meals and pupil premium children for many years. However the results show that the children once again exceeded the national targets. The introduction of Maths Makes Sense along with high quality teaching meant that 72% of children achieved the expected level of development or above in numbers, from a very low starting point in which 94.4% of children entering Foundation Stage 1 were below the expected level of development. This indicates that the vibrant learning environment and sensitive teaching strategies have enabled the majority of children to achieve the expected level of development. As more children are entering the Foundation Stage well below the age expected level of development, a Teaching Assistant trained for language intervention has been employed to work with the children at risk of failing to make expected progress with their speech and language.

The results of the Phonics Screening Test continue to improve in Year 1 with 63% achieving the expected standard (61% in 2013). At the end of Key Stage 1, the percentage of children attaining Level 2+ has increased in Reading (91%), Writing (93%), Maths (94%) and Science (98%), and is above the national averages. Attainment in Writing at L2+ had the most significant increase (5% higher than 2013). Work still needs to be done to increase the percentage of children attaining Level 2B and above.

The Year 6 cohort was one of the most challenging groups for several years. 63% of the 49 children met the criteria for Pupil Premium. In addition 5 of the children in this cohort had a statement of Special Educational Needs - 4 of these 5 children went on to attend a special needs secondary school. To meet the needs of this exceptional year group additional teaching resource was provided. Although the attainment at Level 4 or more is

generally slightly lower than in previous years, for this particular cohort the results were excellent. 88% of the children achieved Level 4+ in reading, with 46% achieving Level 5+. The percentage at Level 5+ is a 9% improvement on 2013 and is the highest result at this level the school has ever achieved for reading. In Maths 88% of the children achieved Level 4+ and 36% achieved Level 5+. This year three children achieved Level 6 in Maths, an improvement on last year. In Writing, 80% of children achieved level 4 or above, and this is a key area for development as we strive to bring attainment in-line with other subjects.

Last year an area for development was to improve attainment at Level 4 for SPaG (Spelling, Punctuation and Grammar). This target was achieved with 78% attaining Level 4 or above, an increase of 15% on the previous year. There was also a 20% increase in the percentage of children achieving Level 5 or more in SPaG (56%). One child went on to achieve Level 6.

Full details are available on the School website www.goddardpark.co.uk.

Examples of some initiatives to raise pupil attainment are:

- Additional staffing to keep class sizes low and provide additional support in the classroom, thereby ensuring children receive individual attention;
- The employment of learning mentors to support the most vulnerable children
- The employment of two teachers to support 'Reading Recovery' in 1:1 sessions;
- The employment of a 'Read, Write, Inc' Manager to oversee the continued success of our Ruth Miskin phonics scheme;
- Programmes related to behaviour and pastoral support.

Additional support is directed to those with the greatest need, defined by progress against targets, reading age and attendance.

The school has a fully embedded and developed tracking system for group and individual tracking of progress from Foundation Stage through to the end of Key Stage 2. As a result the School has evidence that pupils are making excellent progress.

Through various initiatives we have been successful in improving persistent absenteeism in each of the last 3 years and this is below the national average and significantly below schools with similar levels of free school meals. Overall attendance is in line with the national average for schools (3.9%) and significantly better than schools with similar levels of free school meals.

Our latest OFSTED Report from November 2013 identifies that Goddard Park is a 'Good' school in all areas, and specifically comments that:

- Teaching is good in all parts of the school and some is outstanding.
- Pupils achieve well over time because of the good teaching they receive.
- Children in the Early Years Foundation Stage make at least good progress from their starting points.

- Pupils behave well in and around the school and are proud of all they do.
- All leaders and managers, including governors, are committed and work together successfully to make sure that the school continues to improve
- The pupil premium and sports funding are used imaginatively to provide effective support to different groups of pupils.
- Additional adult staff provide good help and guidance to those pupils who need extra support in their learning.
- Parents, carers and staff are positive about the school and its work with the community.

Collaboration – Goddard Park works closely with others in our local Cluster of schools. The headteachers meet regularly to share ideas, good practice and discuss issues. We support other schools with ICT technical support and, where appropriate, group purchasing to achieve value for money for all.

2. Robust governance and oversight of School finances

The Academy's Governing Body has strong oversight of the financial management of the school finances. The Resources Committee meets regularly to review the financial position, to receive reports and to challenge decisions. The Academy has an internal audit service provided by Financial Services 4 Schools who review our financial processes and internal controls twice a year and report their findings to the Resources Committee. The levels of delegation on spending proposals ensure we take the necessary steps to achieve best value.

The Full Governing Body approves the budget each year and is mindful of the need to balance expenditure against income to ensure the School remains a 'going concern'. The Governing Body also receives and approves the Annual Accounts and External Auditors Management Report.

3. Ensuring the operation of the Trust demonstrates good value for money and efficient and effective use of resources

All purchases are assessed to ensure they demonstrate good value for money. Three quotes are obtained for any purchases above £2,000 and a full tender exercise conducted for purchases above £20,000 to ensure that high value contracts are assessed against the marketplace. All contracts are reviewed regularly to ensure they continue to provide good value for money.

The School always considers the cost and benefits of all options before making a decision on significant purchases.

The School is a member of an internet forum which facilitates group purchases for a number of local schools to achieve best value. Our budget holders are trained to seek out the most competitive deals using various procurement tools such as internet shopping,

advice from other schools and economies of scale. The School Business Manager is a member of the national Financial Directors Forum and also attends regular local Finance network meetings. These forums are very useful for sharing good practice.

4. Maximising income generation

The School explores every opportunity to generate income through hire of School facilities and the provision of high quality fee paying daycare. In addition, our ICT Team provides support services to other schools, and our catering team provides lunch and refreshments for outside organisations. Income has also been generated by seconding staff to support other schools where appropriate.

5. Reviewing controls and managing risks.

The School regularly reviews its Risk Management Strategy, Business Continuity Plan and Risk Register. Budget reports are monitored on a regular basis by the Business Manager and the Headteacher and remedial action is taken to address any significant variances that may have an impact on budget outturn. Significant variances are reported termly to the Resources Committee.

The Academy is a member of the Risk Protection Arrangement set up by the DfE. This has reduced our insurance costs considerably whilst increasing the level of cover offered.

A Reserves policy is in place, which considers potential risks when calculating the optimum level of reserves held by the Academy.

Signed:

Name:Michael Welsh.....
School Trust Accounting Officer

Date:16th December 2014.....