

Collegiate
Academy Trust



Value for Money Statement



SHIRELAND
COLLEGIATE ACADEMY
An altogether better place to learn

Academy trust name: The Collegiate Academy Trust

Academy trust company number: 6336693

Year ended 31 August 2014

I accept that as accounting officer of **Shireland Collegiate 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 Trust adopts a Best Value statement on an annual basis, which clearly demonstrates a commitment to ensuring value for money and the process to be adopted in year.

This statement is available on the Academy's website www.shirelandcollegiateacademy.org.uk under policies.

The key element of this Statement is:

Trustees will always apply the four principles of best value:

1. **Challenge** - Is the Academy's performance high enough?
2. **Compare** - How does the Academy's pupil performance and financial performance compare with similar Academies?
3. **Consult** - How does the Academy seek the views of stakeholders about the services the Academy provides?
4. **Compete** - How does the Academy secure economical, efficient, and effective services?

The Trustees, Governors, Executive Leadership team (ELT) and Senior Leadership team (SLT) apply these principles of best value when making decisions in year about:

- The allocations of resources to best promote the aims and values of the Academy.
- The targeting of resources to best improve standards and the quality of provision.
- The use of resources to best support the various educational needs of all students.

Trustees, Governors, ELT, and SLT in year have:

- Made comparisons with other/similar Academies using data provided by the

Government, and by benchmarking information provided for the local area.

- Challenged proposals, examining them for economy, effectiveness, efficiency, and cost.
- Required suppliers to complete on the grounds of cost, quality and suitability of services and products.
- Consulted individuals and organisations on quality and suitability of service provided to parents and students.
- Worked collaboratively with other schools to achieve economies of scale.

This was applied to:

- staffing
- use of accommodation
- use of resources
- purchasing arrangements
- quality of teaching
- quality of learning
- students' welfare
- health and safety

The theme of best value, was and is integral to the four key priorities within the development plan, of;

- **Improving the Quality of Delivery**
- **Enhancing Levels of Engagement**
- **Ensuring Progress for All**
- **Collaborating with Partners in Learning**

Educational Achievements 2013 -2014

Achievement within the Academy was outstanding because from a low starting point, students make better than expected progress and attain well in public examinations. The trust has, at the heart of its development and financial planning, the need to ensure every student achieves their potential.

The key performance measure of 5A*-C including English and Mathematics has seen a rise of up to 24% over three years and put the Academy as the tied 34th most improved school in the country on this measure in the peak results of 2012/13. In 2013/14 the Academy has continued to improve, with 85% of students gaining one of English or Mathematics at C grade or above. This summer has seen the school achieve an all-time high in terms of Student Progress with 87% 3 levels of progress in English and 72% in Mathematics.

Post 16 Achievement has also seen 96% success rate in all subjects in A2 at grades A-E and 80% at AS. The inclusive approach that we have taken regarding admissions is central to our philosophy of inclusive education.

The Academy has seen a year on year rise in the performance of Pupil Premium students, rising from 27% to 48% 5A*-CEM over the past four years. In 2013/14 there is a gap of only 4%. FSM students have significant value added compared to the national average. Students have almost identical attainment to FSM students nationally

The Trust's financial plans for this year, have centred around four key areas, staffing, ICT, accommodation and collaborative working, with the one aim of improving quality and engagement, to improve teaching and learning.

Staffing

The trust has a staffing structure where teaching staff are supported by an effective pastoral and back office system. The E – Learning team supports teaching and learning in a very hands on way and takes every opportunity to work with staff to improve standards and efficiency. The Trust reviews the staffing structure continuously to ensure it has the most impact on standards. This year has seen the need to review the delivery of SEN within the Academy with the change to funding. The academy have also started to plan for the requirements of the new curriculum and the impact on staffing.

As narrowing the gap, was an identified Academy priority, significant resource has been put into this area. A full time safeguarding manager, nurse and police officer have been employed to help with students identified needs. As a result of these strategies, the Academy has reduced the gap, with expected progress for English and Mathematics running at an identical level to non-pupil premium numbers in English and exceeding the progress made in Mathematics. Nearly 50% of our pupil premium students required at least 4 levels of progress to make C grades in English and Mathematics.

The Academy has put learning and teaching at the heart of the appraisal process with all staff set targets of how to improve their teaching and all Heads of Departments set targets regarding the percentage of good and outstanding teaching in their departments. This is combined with an opportunity for all staff to request the additional CPD they need to improve as teachers and sits alongside a training programme of twilight sessions.

The Academy was granted Teaching School status in partnership with the University of Warwick and this year saw the graduation of its first class of School Direct students. Four of these students have been offered NQT roles in the Academy. Teaching school has a positive impact in all areas of school life, it helps with the retention and development of staff, giving opportunities for research and development and this year as seen over £20,000 of saving in terms of recruitment.

ICT

The use of technology (with the learning gateway central to delivery), with every child having access to a device and every teacher adopting the use of this in their day to day teaching has ensured the academy can quickly personalise the curriculum to the student. The adoption of Flipped learning throughout the academy, has further improved the focus in this year. A considerable amount of work has taken place on the development of the new Office 365 based Learning Gateway.

In this last academic year over 300 different families regularly used the Family Portal to monitor and support the achievements of their children and we had over 2 million hits on the Student Portal, allowing families and student access to information 24/7.

Accommodation

With limited space and resources the trust has a 3 year asset management plan, and is continually assessing the best use of resource, in deployment and cost. This year has seen the refurbishment of Post 16 to become a self-contained block to aid recruitment and accommodate the increase in numbers. The Trust, also agreed to the use of funding to complement the building of a performing arts and sports block (funded by the Education Funding Agency) to ensure the ICT requirements in the block could deliver the requirements of the curriculum for the next 5 years and also be of a standard to lease out and generate income for the academy. It was also agreed to fund the conversion of accommodation into an administration and lecture base, to centralise administration to make cost savings and produce an area to deliver training in house and for the wider Sandwell community as part of our collaboration with partners.

Collaboration

The academy continuously works closely with its key feeder primary schools to offer activities throughout the year for potential students with focused provision in addition to providing holiday classes to support the progression of students.

The provision across the Extended Schools and Services agenda has matured still further throughout this year, with the development of the citizenship award for students and passport to success for families. The use of the Ormiston related funding and the match funding by six of our feeder primary schools to support Extended Services provision was a key once again this year.

The work this year has had one of its foci as Careers and employability, a key focus for all partners. The academy has worked with the six schools, Sandwell Local authority and the police to host a series of event across the 6 schools, to increase families and students understanding of the opportunities available and the skill set required, with an end of year summer Careers related event in July at the Academy, which was the culmination of several month's hard work in our local Primary Schools and saw over 1000 people attending.

Financial Governance and Oversight

The Trust has a Governance system in place with a clear scheme of delegation and reference. The board have regular reports from the appointed Responsible Officer and external audit on compliance and risk, which is complemented by an annual self-evaluation process to ensure full compliance. The Trust receives financial forecasts for a 3 year period and as such plans ahead to ensure spend is accommodated within funding limitations. The Trust have financial procedures in place and a full training programme for all budget holders.

The board receives reports each term on the budget and development plan. The board set clear targets for the Executive team and the Executive team report on the progression.

The Trust receives regular budget reports which are analysed to identify areas of overspend and underspend. Regular monitoring ensures the best use of resources and prevents waste. All purchases over £40,000 are reviewed and challenged by the board to ensure best value and use of resources. This year the board agreed to the purchase of 250 laptops for year 7 and Post 16 to ensure consistency and transferability of devices. Bank balances are reconciled monthly and investments made only made on the basis of "sovereign risk". The Board receives monthly updates on key developments within the

Academy and the Executive Principal publishes a "Data Dashboard" as part of this. The Trustees work in curriculum areas and regularly participate in Learning Walks and discussions with Heads of Department.


In addition to the above, the Academy continually seeks to work with national and local businesses to enhance its achievements, improve standards and generate income to help sustainability.

This year has seen a collaboration with; Tute to help develop provision for gifted and talented students and one to one supports, OCR to produce 6 mini research and development projects to improve teaching and learning and The Education Endowment Fund (EEF) to work with 24 partner primary schools to introduce the use of technology into maths. These 3 collaborations have generated £780,000 of income for the Academy.

The Academy has also worked with Steljes, Microsoft, RM, SMART and Whole Education.

The Trust has a successful trading element and is effective at raising income streams. In this year income exceeded £900,000. All this funding or work complements the work of the Academy and builds community cohesion.

The Trust will continue to work to inspire and achieve the best for the Academy and wider community. Collaboration and partner work will continue to be a key strategy to ensure best value and economies of scale.

Signed: 

Name: Sir Mark Grundy
Academy Trust Accounting Officer

Date: 2nd December 2014.