

Value for Money Statement

Organisation name: Henlow Church of England Academy

Company number: 7996350

Year ended 31 August 2014

I accept that as accounting officer of Henlow Church of England 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.

Improving Educational Outcomes:

Key Stage 2 SATs, taken at the end of Year 6, show that our children achieve well above the national average and the DfE Floor Standard.

Year 8 pupils continue to achieve excellent results in Key Stage 3 tests in English, Maths and Science, significantly outperforming pupils nationally in the percentage of pupils achieving a Level 5 or above. (These national tests were originally designed for pupils in Year 9.)

Targeted Improvement:

Funds are allocated to deploy staff to provide value for money in terms of quality of teaching, quality of learning and teacher / student ratio and curriculum management. In the academic year, recruitment was undertaken to ensure continued high quality of teaching is maintained, with a focus on English and Maths specialists.

Training and development of staff focused on improving the quality of teaching across the curriculum.

All staff are deployed effectively to support the needs of children to ensure sustained improvement of an already outstanding curriculum.

Investment in ICT infrastructure and software to continue to promote high quality provision of ICT across the curriculum.

Focus on Individual Pupils:

The range of strategies employed to support individual pupils include: One to One Tuition; continued provision of School Counsellor / Pastoral Support Officer; recruitment of Teaching Assistants to support across the curriculum; investment in resources to support learning (eg. ICT software packages); investment in training for Teaching Assistants; mentoring programme.

Investment in specific literacy resources to improve provision, eg. group reading books for small group work.

More focused learning achieved by introducing an additional maths set, enabling smaller groupings of pupils to improve learning outcomes. Introduction of "Toe by Toe" to improve literacy levels, confidence and self-esteem.

Collaboration

The Academy continues its association with Bedfordshire East Schools Trust (BEST) with the aim of advancing students' educational opportunities as well as creating opportunities for members of the local community.

The pupils of the Academy work collaboratively with other students from the local BEST community through joint participation in educational, sporting, drama and art projects.

The Academy has supported other schools locally by sharing personnel with particular skills, eg. ICT specialists, Business and Finance support.

The Business Manager works collaboratively with other schools locally to share good practice.

New Initiatives

Natural changes in staffing enabled opportunities to review appointment and deployment of staff to meet future needs and to ensure best value is achieved.

Financial Governance and Oversight

The Governing Body effectively manages the process for assessing need and challenges appropriately to secure value for money. This can be demonstrated as follows:

Appropriately challenging and supporting decisions with regard to procurement of services, resources and contracts by ensuring adherence to robust procurement procedures. This resulted in the new appointment of Catering Contractors who underwent a robust tendering process.

Regular scrutiny of financial and other performance monitoring data providing opportunity for challenge to ensure that resources are being utilised efficiently and effectively.

Undertaking review of benchmarking data to assist in decision making process when considering best use of resources.

Lessons Learned

The Governors scrutinize key performance indicators relating to educational and financial performance to target areas for focus and improvement. This has resulted in planning for new staffing structures which will achieve desired outcomes and ensure financial sustainability.

It has been identified that there needs to be a real focus on marketing to ensure financial stability through pupil recruitment. This is vitally important for the future, as a result of local and national changes.

Name: Mr Raymond Payne
Academy Trust Accounting Officer

Date: 14 Dec 2014