

Value for Money Statement

Bransgore Church of England Primary School

Academy trust company number: 07803789

Year ended 31 August 2014

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

Bransgore Church of England Primary School is committed to:

Raising student attainment:

The leadership of the school have further improved outcomes for pupils at the end of KS2 so that pupils are secondary ready and exceed national outcomes in all subjects.

Subject	School 2014	National 2014
Reading 4+	96%	89%
Writing 4+	90%	85%
Selling, grammar, punctuation	96%	76%
Maths 4+	96%	86%
Maths, reading, writing combined L4+	88%	79%

The school has sustained similar outcomes at the end of KS1 with pupils achieving in line with national outcomes in the year 1 phonics screening check.

The school also achieved the following results at the end of KS1 which again placed us above national outcomes in all areas. Achievement in writing is now above national average but accelerated progress in writing remains the major focus for improvement across the school this year:

Subject	School 2013	National 2013
Reading 2b+	89%	81%
Writing 2b+	74%	70%
Maths 2b+	87%	80%

Our current results at the end of KS2 place us in the top quintile of schools nationally and also when compared with schools in a similar context. Progress in writing is slower than we would like and accelerating progress for our more able pupils and boys is our key focus for improvement over the course of 2014 to 15. The school is providing outstanding value for money.

The school has invested heavily in training in the teaching of writing for all teachers and as a result outcomes are already showing improvement, particularly in Key Stage 1. Progress in maths is slower than we would like although outcomes at the end of KS2 remain strong. A new curriculum and changes in our approach to teaching maths will require significant investment over the coming academic year. Staff are also undertaking work to support other schools in challenging circumstances as part of our commitment to Teaching School status. All staff are now trained in coaching and lesson study to further improve reflective practise and impact directly on outcomes for pupils. Much of this work is carried out collaboratively with the schools in the Ringwood pyramid cluster. This work will close gaps and focus staff upon personalised learning and improve further the classroom experience for pupils.

We are in the process of a whole school curriculum review and investment will be made in enrichment of learning through more money spent on trips, outdoor activities and the early years part of the school. We are also investing in the establishment of a local Forest Schools location and we have invested in training staff to deliver Forest Schools curriculum in this new space.

The current year 5 class performed weakly at the end of KS1. As a result measures were put in place and teaching staff re-deployed so that the strongest possible staff took responsibility for the pupils most vulnerable to underachievement. As a result, this class has significantly closed the gap and are predicted to achieve better than national outcomes by the end of KS2. Maths and writing still require additional investment and support if this group are to achieve above national outcomes. Last year our KS2 pupils who took SATs performed a little less well than anticipated. This was mainly due to weaker than anticipated progress for more able pupils, particularly in writing. We have already informed staff and governors of this issue and presented our response in the form of a costed action plan to ensure progress is accelerated and outcomes further strengthened at Key Stage 2. Progress in writing at key stage 1 has already risen above the national average compared to last year.

Curriculum spend in the coming year will continue to focus upon the embedding of a cloud based ICT system which can be accessed at home and school and enable pupils to edit work collaboratively over the web. We have yet to develop a media immersion space to impact positively on writing and act as a stimulus, particularly for hard to reach boys. It is hoped that significant investment here will put us at the forefront of technological learning and help bring about our aim of improved writing results across the school so that they more closely match the outstanding outcomes for reading and maths. We are also looking to make a significant investment to create a new library space by roofing over a central quad. This will be funded mainly by donations from our school association and we hope, a bid to the National Lottery and Foyle Foundation.

Projects for Future Improvement:

We are exploring the possibility of expanding the school and becoming a 2 form entry academy admitting 60 pupils as opposed to 45 pupils per year. This would reduce staffing costs, raise revenue and provide more efficient teaching in single age classes. We are also attempting to develop an all-weather sports surface in the school grounds. We hope to make this a community asset for the village and also make it self-sustaining through rental outside of school hours. Funding streams for this project are being sought and we hope to secure funding through Sport England and the Football Foundation.

Robust governance and oversight of finances:

The Governing Body takes responsibility for the performance of internal audit. They review key financial policies, systems & procedures and then report back to the Governing Body. The Governing Body also approve the annual Statutory Accounts and External Auditor's Management Report, which reports on areas on internal control and financial regularity. The Finance Committee receive detailed management accounts on a half-termly basis, with any variances investigated and remedial action put in place. The Governing Body approves the budget each year and is mindful of the need to balance expenditure against income to ensure that the Academy remains a going concern. The governors appoint a responsible officer who visits school at least once per term to test systems and processes.

Demonstrates good value for money and efficient and effective use of resources:

Contracts are regularly reviewed to ensure that they conform with the policies approved by the Governing Body. 3 written quotes are obtained for expenditure between £1,000 & £10,000 and a formal tendering process is undertaken for expenditure over £10,000. Contracts are awarded on the basis of value for money and not simply on lowest price. All contracts are reviewed prior to expiry to assess the ongoing requirement of the service. If the service is to be renewed, a benchmarking exercise is undertaken to see if the service can be provided at better value for money.

Maximising income generation:

The Academy explores every opportunity to generate income through capital grants and via school to school support. We also offer Initial Teacher Training as part of our SCITT partnership and this generates income for the academy. We want to develop an income stream via lettings and also through the development of a multi-use sports surface which can be hired out.

Reviewing controls and managing risks:

Management accounts are prepared on a regular basis (usually termly) and are presented to the Finance Committee. Any variances identified are investigated with remedial action taken if required.

The Governing Body approves any expenditure over £10,000 following a formal tendering process.

Reviewing operation to maximise use of resources:

The Headteacher reviews expenditure within each budget heading on a regular basis and makes future adjustments based on effectiveness of strategies introduced in previous years, curriculum development and the School Improvement Plan.

Signed:



Name: Paul Brown
Academy Trust Accounting Officer

Date: 19th November 2014