

Value for Money Statement

Academy Trust Name: Queen Elizabeth's Grammar School Ashbourne Academy

Academy Trust Company Number: 07698914

Year Ended 31 August 2014

I accept that as Accounting Officer of Queen Elizabeth's Grammar 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.

Improving Educational Results

The Trust has worked hard to improve educational standards for the benefit of students and wider society.

Students were set aspirational targets based on levels of progress. New assessment, recording and reporting processes were implemented and the curriculum continued to meet the needs of all students. The curriculum offer was extended to include an additional vocational course; a Level 1 Diploma in Introduction to Hair and Beauty, and new enrichment opportunities were offered to develop the holistic skills of students.

Staffing levels were kept under review and were determined by the number of students on roll and the needs of the curriculum. The roles and responsibilities of some staff were reviewed including aligning Teaching Assistants with subject areas. In addition the leadership of student data was reviewed.

Swift, targeted intervention was put in place for students at risk of not achieving their targets, particularly in English and Maths, including pupil premium students and students with disabilities and special educational needs. Students were supported by Learning Mentors and given the opportunity to attend staff supported study sessions outside of normal school hours.

There was a continuous and relentless drive to improve the quality of teaching and learning. Quality assurance and appraisal processes were rigorous and focussed on student progress. Some teachers engaged with the outstanding teacher programme alongside Painsley Catholic College, and in-house coaching and support programmes continued. In April 2014 we became a part of the Painsley Catholic College Teaching Schools Alliance.

The Trust engaged with other educational providers and experts to spread good practice and drive up standards. We continued to work collaboratively with 11 secondary schools in the High Peak and Derbyshire Dales area of Derbyshire (the Peak 11 Federation of

Schools) on all aspects of education and provided school to school support within Derbyshire. We continued to work alongside a Lead Ofsted Inspector who supported our developments and progress.

The impact of this work was as follows:

- 64% of students achieved at least 5 GCSE's graded A*-C including English and Maths;
- The Academy achieved the best 'A' level results in Derbyshire based on average points per student, and in ALPs terms the value added was in the top 25% nationally;
- The progress made by students in English improved, and high levels of progress were sustained in Maths;
- Progress data showed the gap between the progress of pupil premium students and the progress of other students was closing; and
- The progress made by disabled students and students with special educational needs.

Financial Governance and Oversight

The budget was rigorously monitored and regular budget reports were considered by the Trust and its Resources Committee. Cash and bank balances were kept under review.

The Trust's Responsible Officer, supported by our internal auditors Smith Cooper LLP, continued to make termly checks on systems, controls and financial transactions, independently assuring the Trust that its financial systems and assets were safe and secure.

The Trust maintained controls to ensure that all expenditure was necessary and in accordance with school improvement priorities and considered alternative options. It obtained quotations from suppliers and tendered for goods and services where appropriate, and evaluated the impact of its spending decisions on standards of education.

A review of expenditure was carried out by supplier and by category where turnover exceeded £10,000 to ensure continued value for money from suppliers. The performance of contractors, including cleaning services, grounds maintenance and school meals, was rigorously monitored against key performance indicators to ensure high standards to service delivery.

Additional income was generated through the letting of school facilities and through the provision of sports services to partner primary schools. Funds were held in fixed term deposit accounts in to maximise returns on cash balances. Donations were received from external organisations and spent in accordance with improvement plans and purchasing procedures.

The Trust now reviews its financial performance by comparing income and expenditure levels to past periods, and benchmarks itself against other academies and maintained schools as it continues seek ways to increase income and reduce costs.

Signed: AMartin

Name: ANNE MARTIN (Academy Trust Accounting Officer)

Date: 8/12/14