

Value for Money Statement

Organisation name: BUSHEY ST JAMES TRUST

Company number: 7895684

Year ended 31 August 2014

I accept that as accounting officer of BUSHEY ST JAMES TRUST 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: At A level, students achieved an average of a C grade, with 65% of our A level students gaining at least 3 A levels, achieving an A Level Performance System indicator of 'good' and a three year rating of 'good'.

We have maintained our standards at GCSE with 68% of our students making expected progress in English and 73% making expected progress in Mathematics. 38% of our students (up by 15% from 2013) gained the English Baccalaureate.

We work hard to engage with parents to maintain our attendance figures and both our overall absence (4.7%) and persistent absence (4.7) is below the national average.

Targeted improvement/New initiatives: We work hard to ensure each new Year 7 intake receives the appropriate intervention and pathway to support progress. We heavily support our weaker students with additional literacy and numeracy (within small groups lead by learning support teachers and lead teaching assistants) to raise their level of attainment for them to become independent learners and able to access the curriculum. Our KS3 pathways encourage differentiation, stretch and challenge and work towards ensuring the right options for further study in KS4. Our innovative Year 7 curriculum (Future Skills), combines ICT and Technology through a cross-curricular approach.

We review our curriculum provision annually and have introduced and developed Sociology, Catering, Psychology and Food Technology to the KS4 curriculum. Our guided choice enables the correct pathway is provided for students, (along with our vocational option for an identified cohort), thus ensuring that all students have access to appropriate pathways at the end of their GCSEs.

In our drive to embed literacy and numeracy within the curriculum we have introduced literacy and numeracy sessions to be delivered at the beginning of each day. We provide additional English and Mathematics support to identified students and students receiving FSM. We offer after school revision sessions for our KS4 and KS5 students and where possible, Saturday and holiday revision classes.

At KS5 we have introduced the EPQ to help support our students gain a better understanding of enquiry based learning and for them to transfer these skills to their independent study. We are also providing supervised study sessions. We also offer Sociology and Government and Politics within our KS5 curriculum.

Focus on individual pupils: We continue to work hard to support our disadvantaged students with 42% gaining 5A*-C in English/Maths, with 63% making expected progress in English and 46% making expected progress in Mathematics. 70% of our highly able students gained 5A*-C in English/Maths.

Collaboration: We are a partner of a local teaching alliance and have shared good practice with key staff, to help drive up standards. We have our staff participating in their NPQML and 'Outstanding Teachers' courses. We are in a consortium with a local secondary school. We belong to the Strategic Area Planning Group, which invites schools to collaborate in providing support and developing initiatives. We continue to support a local EBD school as they work to improve post a recent OFSTED.

Quantifying improvements: We are constantly refining our tracking systems and our current assessment data details an improvement in results for our students in 2015. Our robust performance management, lesson observations, student voice, parental surveys, faculty and County reviews, ensure we regularly monitor and evaluate our performance in line with our improvement plan to ensure that we are targeted to achieve value for money Financial Performance

Financial governance and control are strong. The Trust Board has a wide range of management skills amongst its

members, including accountancy, property management, senior utility management and education. Management accounts are prepared for the Trust Board and Local Governors Meetings as required each month. Spending proposals for projects are assessed and presented to Senior Leaders I Governors and then reviewed appropriately. Budgets are reviewed monthly to ensure compliance and operational funding is reassessed where required and desirable. Both the Site Manager and IT Network Manager have worked to obtain better procurement options and negotiated competitive pricing throughout 2013/14.

Contracts are reviewed annually to ensure they are still fit for purpose and best value for money. Contracts are re-negotiated where possible to give better value for money and improved quality. Trust spend is reviewed against other Academies and areas of significant variance are investigated and assurances provided that the spending is appropriate for the Trust The Trust's financial procedures ensure that tenders/quotes are obtained as appropriate to ensure Value for Money in all major projects.

Cash flow is monitored carefully to ensure sufficient liquidity is available for daily operations and specific projects, with surplus funds being placed in higher interest earning deposits as considered appropriate.

Name: Mr Jeremy Turner
Academy Trust Accounting Officer

Date: 07 Jan 2015