



DEBENHAM HIGH SCHOOL

A Church of England High Performing Specialist Academy



Value for Money Statement

Period ended 31st August 2013

Company Registration Number: 07467445

England and Wales

I accept that as accounting officer of **Debenham High 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.

Student attainment

2013 results were the highest ever for the school, with a year group with a similar profile to the previous cohort. Analysis of performance in 2013 shows:

- 80% of students achieved 5 A*- C including English and Mathematics (a 10% increase on 2012)
- 90% of students achieved 5 A*- C grades
- Three-quarters of subjects improved against progress measures from 2012. Most notable improvements were made in English Language, English Literature, English combined, Media, Spanish, French, RE and History.
- 31% of grades were A*/A
- 85% of grades were A*-C

In 2012 relative attainment for BEST 8, English, Mathematics, Science and Humanities are all significantly high. VA scores in Mathematics (10th percentile), Science (2nd percentile) and Humanities (10th percentile) are significantly high. The school VA score of 1011.2 puts the school in the top 100 secondary schools in the country for progress (letter from David Laws to confirm this in January 2013). GCSE results in 2013 were the best ever for the school 80% A*-C including English and Maths. Progress measures for core subjects and against benchmark targets for all subjects show that this is a further improvement on 2012. In 2011 the VA score was 1002.4, representing a genuine improvement in progress compared to starting points.

In the core subjects students make high progress. Many students make more than expected progress compared to the national averages. Progress measures in the core subjects are as follows:

- In 2013 English 92% (75% 2012) of students made at least 3 levels of progress, 54% (36% 2012) at least 4 levels.
- In 2013 Mathematics 88% (86% 2012) of students made at least 3 levels of progress, 48% (54% 2012) at least 4 levels.

In addition to examination success students develop a wide range of skills, including a spiritual awareness. We are a Church of England Academy and the recent SIAMS inspection (December 2012) found the distinctiveness and effectiveness of the Christian ethos of the school to be outstanding. Pupils articulate their understanding of spirituality and are confident to talk openly about faith and belief. The Christian ethos is embedded in all aspects of school life.

Students participate fully in the wide range of extra-curricular activities. For example over 150 students study a musical instrument, 100% of all Year 7 students attend at least one club, students compete in School and House sports teams regularly.

Despite this outstanding achievement we have a forward looking Development Plan that challenges our attainment and looks to improve further. Our Development Plan is split into four themes:

1. Improve Student Achievement
2. Staff Training and Development
3. Develop Facilities and Environment that Enhances Teaching and Learning
4. Develop Our Community and Partnership Support

The governing body is fully involved in the school and provides challenging and knowledgeable support. Governors attended training on asking challenging questions and with particular regard to whole school accountability in February 2013.

Collaborative working

As an academy we look to work with other schools both locally and nationally. In the last two years we have chosen to use this support with our local feeder primary schools. We have engaged with them in both teaching and learning and support services. At present we:

- Provide Maths outreach one day a week with our Head of Maths at our feeder primary schools. This support is focuses in KS2 and works with all abilities of pupils.
- Through our ICT team we provide a service to three primary feeder schools with their ICT infrastructure and development

As a Church of England School we have close links with a number of local Christian places of worship. This includes the St Mary Magdalen Church of England in Debenham.

We are committed to staff development and training of the next generation of teachers. We have supported staff completion of MA modules over the last three years at school and have a range of trainee teachers from different providers. In 2012-13 five trainee teachers were placed at the school and all five gained employment at the end of their course. Three graduated with distinction.

Future plans

In 2013-14 we have broadened our work with local primaries to include: PE coaching for primary school staff through shared modules of work, delivered in team teaching with Debenham High School staff; building on the successful numeracy work with our Head of Maths the school has employed a member of the English Faculty to share practice in literacy and grammar across phases in order to create a common language of learning in this area and reinforce the importance of reading and writing skills to all future learning.

Financial Management

Financial benchmarking

The school has benchmarked its financial performance against other academy schools. The school performance is broadly in line with schools of similar size and environment. The Governors have set financial performance targets and the budget has been set accordingly.

Budget planning

Strategic budget plans are drawn up to ensure successful delivery of aims and goals of the school development plan (SDP) together with an awareness of future changes in funding streams and changes in employment related costs. A balance is struck between providing top quality education whilst planning and ensuring financial sustainability for existing and future cohorts.

Financial management & oversight of risk and financial control

The Finance and General Purposes Committee, and our Responsible Officer, play an active and robust role in their oversight of the school's financial wellbeing. The school continually ensures the financial health of the school with prudent financial management by a combination of regular governor meetings, visits from internal audit, regular management account reports and strategic budget planning. Internal audit have consistently graded the financial management, governance and control as outstanding.

The school maintains an up to date risk register that is reviewed and updated at least once a year.

Investment

In terms of investment, up until recently the amount of free reserves has not been sufficient, nor interest rates sufficiently attractive, to encourage the Governors to explore investment opportunities. This is certainly something to be explored in the year ahead. However, in line with our risk policy the Governors are only likely to invest in secure, low risk, high interest accounts with minimum commitment terms.

Purchasing, ensuring best value

In line with the school financial regulations any purchase over £5,000 requires three quotations. The best price is sought at the discretion of the finance team for smaller value purchases and bulk discounts are obtained where individual department orders can be combined. Best value is considered to be a balance of price, quality of service and efficiency.

During the year the finance team used the EFA recommended Crescent Purchasing Consortium (CPC) to ensure best value when purchasing insurance for the school. Similarly the school tested the market for planned and reactive maintenance of the premises. Both processes resulted in financial savings and improvement in the service we receive.

Signed:



Name: Miss Julia Upton

Academy Trust Accounting Officer

Date:

11.10.13