

Value for Money Statement

Academy trust name: Debenham High School

Academy trust company number: 07467445

Year ended 31 August 2014

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.

Educational Performance

We are over-subscribed in every year group (with a Pupil Admission Number, (PAN) of 125 in every year group).

As a result of outstanding teaching students make excellent progress in all key stages. Students join the school with attainment that is well above average. Year 11 2013-14 had an average KS2 points score broadly in line with the national average (28.8 against 27.9). (Year 11 2012-13 were 29.1 average against national 27.8).

The 2014 results were the highest ever value-added for the school, using Fischer Family Trust D (FFTD) as a benchmark the minimum attainment was +0.01. The school uses the most aspirational benchmark data for the top 25% of performance (FFTD). FFT use historic progression measures to set targets for GCSE from Key Stage 2 attainment. The school has compared itself against this measure for the last 5 years. These results surpass the Fischer Family Trust (FFT) residual comparison of 2013 (-0.21), which resulted in VA score of 1020.7 in Reporting and Analysis for Improvement through school self evaluation (RAISE).

Analysis of performance in 2014 shows:

- 70% of students achieved 5A*-C including English and Mathematics
- 90% of students achieved 5A*-C grades
- 18 out of 25 of subjects improved against progress measures from 2013, this follows an improvement by 70% of subjects in 2013 from 2012. One subject of the

25 was a new course for 2014 and one was examined for the last time following removal of the course from the GCSE offer.

- 32% of grades were A*/A
- 84% of grades were A*-C

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 2014 English 44% of students made at least 4 levels of progress (National 2013 30%); 84% of students made at least 3 levels of progress (National 2013 69%)
- In 2014 Mathematics 51% of students made at least 4 levels of progress (National 2013 32%); 76% of students made at least 3 levels of progress (National 2013 70%)

With a consistent, mainly GCSE diet this represents an improvement in attainment through improved teaching and learning rather than by modification of the curriculum. The KS4 offer is changed every year to adapt to each cohort. In September 2014 GCSE Computing and Engineering were introduced and Environmental Science phased out. Where appropriate individuals study a bespoke curriculum to reflect learning needs that are significantly different from the majority of students. Where such provision exists this is created with emphasis on the core skills of literacy and numeracy and consideration of appropriate pathways beyond KS4.

80% of students attend at least one extra-curricular activity. This does not include the many curricula based lunchtime and after-school opportunities.

Our absence rate is low and we set 95% as our target. The national average for persistent absence is 6.9% of students. In 2012-13 our figure was 3.0% and in 2013-14 2.5%. Our overall attendance rate (all sessions) in 2012-13 was 94.5% and 2013-14 95.1%. Early intervention for those whose attendance drops below 90% has decreased our sub 85% attendance numbers by 43% over a two year period: 2011-12 46 students, 2012-13 31 students, 2013-14 26 students.

The behaviour of students within lessons and around the school is outstanding. Behaviour is seen as a strength of the school by parents. Many parents from outside the catchment area chose the school for the sense of calm, positive relationships and excellent behaviour. As identified in the most recent Statutory Inspection of Anglican Schools, (SIAS), inspection the values of compassion, generosity and respect lie at the heart of this Christian school. We have a firm line on behaviour and expectations are high and sanctions consistently applied. In the last three years our instances of referrals for poor behaviour have decreased by 63%. External exclusions are rare and there has only been one permanent exclusion in the last year. The number of exclusions is well below the national average.