

## Value for Money Statement

Academy trust name: ...Castle Phoenix Trust

Academy trust company number: .8331385

Year ended 31 August 2014

I accept that as accounting officer of **Castle Phoenix Trust**; Caludon Castle School and Hill Farm 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.

### Improving Educational Results

Caludon Castle School priorities are

- Effectively track student progress and provide timely intervention for the most vulnerable students to ensure their progress is at least good. To close the attainment gap for FSM, LAC, SEND and I Factor 4 stars.
- Improve the performance of the most able and gifted so that their attainment is at least 3% above national expectations and progress is at least good for this group of students.
- Review and change the school curriculum to meet the needs of the most able. Provide increased opportunities for students to develop skills for learning: independently, inter-independently, creatively, innovatively, and confidently. Consider learning beyond the classroom.
- Ensuring that teaching within faculties remains outstanding by increasing the number of outstanding lessons and further improving the quality of questioning, collaborative learning, marking for improvement (verbal and written formative assessment) and reflection and review of learning.
- Actively engage students as learning researchers and further promote student voice through faculty ambassador roles, schools councils and other student voice groups. Provide increased opportunities for students to present to an audience so they can improve their communication skills.
- Set high standards for student literacy skills so that the majority of students are working at level 5 or above. Provide appropriate professional development and structured intervention if students start to fall behind.

The aims of Hill Farm School Development plan for the year ending 31 August 2014 are:

- To accelerate progress and raise attainment in reading, writing and maths for all groups of pupils.
- To improve the quality and consistency of teaching and learning across the school
- To provide effectively for children who need additional support.

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- To enable all children to take a full, positive and active role in all aspects of school life.
- To develop practice and provision in Nursery and Reception to lead to good outcomes for all children.
- To develop the role of leaders and managers at all levels in driving and securing improvement across the school.

Key improvement strategies for Caludon Castle School are:

- Provision of a structured CPD programme to train staff towards consistently outstanding practice with a focus on collaborative learning, reflecting /reviewing the learning, and advanced questioning.
- To involve students as learning researchers and introduce a faculty quality mark for learning and an award for a lead learning faculty.
- Create a Learning Beyond the Classroom group to develop ideas and lead on the initiative in faculties. This will include working with external agencies, partner primary schools and the OB2L cluster to create Art and Technology projects to be professionally displayed at school. In addition to encourage greater use of Coventry's facilities and local businesses.
- Development of an attendance team fully trained and directed to work with targeted students.
- Development of the family link worker and the inclusion team and further promote the inclusive classroom.
- Redefine the criteria for identifying the most able and gifted and talented students leading to introducing additional learning time and opportunities inside and outside the classroom.
- Cross phase professional development, planning and teaching with local primary schools and share use and understanding of data and assessment systems. To share and structure support for targeted students and vulnerable and disadvantaged students and families.
- Increase the number of graduate additional adults to act as learning facilitators/progress mentors.
- Review the curriculum for Humanities increasing guided support.
- To set aspirational targets for all students and facilitate early intervention for students where necessary. To increase enrichment and learning opportunities and develop literacy across the school.
- To enrol Post 16 students on appropriate courses; increasing the range of level 2 and 3 qualifications. Provide support to achieve their targets and continue to ensure no NEETS.

#### Hill Farm Primary

Priorities arising from the school self-evaluation as set out in the School Development Plan for the year ending 31 August 2014 are:

- Continue to accelerate progress in all year groups in reading, writing and maths in order to raise attainment so that it is at least in line with national expectations by July 2015.
- Continue to accelerate progress at the higher levels in all year groups in reading, writing and maths in order to close the gap between school and national attainment at Level 3 and Level 5 at the end of KS1 and KS2.
- Continue to develop the quality of teaching and learning so that 65%+ is consistently good or better by July 2014.
- Continue to raise expectations of all children in all curriculum areas and ensure that children of different abilities receive appropriate levels of support and challenge to enable them to achieve.
- Make effective use for 'assessment for learning' to inform provision so that teaching and learning is more closely matched to the needs of individuals and groups.
- Develop the curriculum so that it interests and engages the children and inspires them to want to learn.
- Develop the quality of provision in the early years foundation stage.



- Implement the new leadership and management structure, including full induction of new leaders in order to secure swift and significant impact on key areas of school improvement - EYFS, SEN curriculum, quality first teaching in all year groups.
- Further develop the role of leaders and managers to enable improvement to be driven at all levels of the school.
- Define a clear monitoring and evaluation role for the Local Governing Body including individual areas of responsibility.

## **Financial Governance and Oversight**

### **Governance**

The Finance and Resource Committee questions:

- Observance of financial provisions issued by the EFA
- Safeguarding of funds (including maximisation of interest income, cash and bank account controls and so on).
- Financial management and probity within the school.
- Establishing and recording the responsibilities delegated to the Chief Executive.
- Managing the funding available to the school, for instance.
  - Considering, reviewing and approving the school budget to reflect the policies and principles established in the School Improvement Plan.
  - Establishing / recording the authority and limits for virement, together with the reporting/recording arrangements.
  - Ensuring that there is a suitable budget management / control system in place.
  - Monitoring arrangements and requiring explanations for any variations to budget.
  - Taking corrective action to bring spend in line with budget.
- Establishing the timing and type of reports required by the Governors.
- Taking appropriate action whenever they become aware that something is unsatisfactory, seeking advice as appropriate.
- Providing financial information to the EFA as and when required.
- Ensuring an inventory is maintained.
- Ensuring that best value can be demonstrated including following correct procurement procedures.
- Paying invoices and collecting debt promptly.
- Ensuring the school is compliant with the Charities Commission.
- Taking appropriate action in response to concerns raised.
- Compilation / approval of business / financial plans / community facilities.
- Adherence to VAT & PAYE guidelines.
- Ensure that staff have access to Whistle-blowing policy.
- Complete a competency assessment and address training needs.

### **Finance Staff**

Operate under delegated power from the Chief Executive, and are accountable to the Chief Executive and Governors. Responsibilities are to:

- Provide the day-to-day operation of efficient, effective, timely, financial and administrative processes.
- Support budget holders by providing advice and information as and when required.
- Administer the day-to-day operation of the finance system.
- Ensure that the data on the finance systems is up-to-date, holistic and has integrity.
- Report any issues that might have an impact on the integrity of data on the finance system to the Director of Finance at the earliest opportunity.

**Better Purchasing**

Faculty budgets are calculated to reflect the number of learning hours per student.

Budget holders are made aware of their responsibilities of:

- Ensuring appropriate use (and therefore protection) of public funds.
- Approving and monitoring expenditure entrusted to the budget holder - accountability for this cannot be passed to any other individual.
- To ensure Best Value is achieved through quotes obtained by admin support and finance staff. As a MAT, bulk buying is now attainable.
- HR and finance central services are provided.
- To keep within budget.
- To ensure that orders are placed correctly, i.e. by the raising of an official order through the Trusts Finance staff. Verbal orders by telephone/internet are not acceptable.
- Always specify the budget to be used for orders; the Finance staff are instructed not to process orders without the budget holder's signature.
- The Headteacher of each academy, reviews all orders, in order to undertake an official monitoring role in ensuring the appropriate use and protection of public funds.
- Budget holders will be provided with monthly reports of expenditure to facilitate monitoring.
- Strategies are in place to ensure a cost effective curriculum, including 6<sup>th</sup> form. The majority of classes do not fall below value for money teaching levels.

**Income Generation**

Caludon Castle is a PFI school and as such receive no lettings income as this is through a third party. Hill Farm Primary School has received no letting income for the period ending August 31 2014.

Signed: Michele Marr

Name: Mrs Michele Marr

**Castle Phoenix Trust Accounting Officer**

Date: 19/12/2014