

VALUE FOR MONEY STATEMENT YEAR ENDED 31st AUGUST 2014:

I accept that as accounting officer of North Norfolk Academy 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 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.

North Norfolk Academy Trust was created in May 2014 and currently incorporates one academy school – Sheringham High School which will be the lead school in the Multi-Academy trust. Sheringham High school became an Academy in November 2011.

In October 2014, Antingham and Southrepps Primary School joined the Trust and, in January 2015, Stalham High School will also be part of the NNAT.

The Trust is passionate about raising standards for young people in North Norfolk and aims to give students the very best education and to manage the Group's available resources to maximum benefit.

Sheringham High school's aims, objectives, policies and practices are underpinned by its belief in the worth and potential of each individual student, regardless of their age, ability, social or ethnic background or gender. Each student is afforded equal regard which will be manifest in the same high quality of teaching, resources and care.

IMPROVING EDUCATIONAL RESULTS:

Improving educational results for our students is the Trust's main priority. Results in 2014 demonstrated that Sheringham High school is a high performing school. In our last inspection in May 2014, Ofsted judged the school "Outstanding" in behaviour and safety, and leadership and management. The school was judged "Good" in all other categories and overall.

The inspectors recognised the good standards that students achieve in public examinations, especially in English and Mathematics and praised the school saying:

"Spiritual, moral, social and cultural development is a strength of the school. It is underpinned by very effective curriculum arrangements.....Students display a consistent thirst for knowledge"

For the fifth year running, the School has recorded an excellent set of GCSE results, 87% of students achieved 5 or more A* - C grades at GCSE and 77% achieved the so called gold standard of 5 or more A* - C grades including English and Mathematics. This makes the school the highest performing non-fee paying school in Norfolk – 48% of our students continue to satisfy the Ebacc measure.

The school also consolidated its position as the highest achieving public post 16 provider in the area and the vast majority of students will be continuing their studies at their first choice university including some of the top universities in the country. In 2014, 99% of post 16 students achieved a pass rate of A* - E (49% of students achieved A* - B.)

See the following websites for further information:

DfE: www.education.gov.uk/schools/performance/index.html

Ofsted: www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/121214

School: www.sheringhamhigh.co.uk

TARGETED IMPROVEMENT

The staff is deployed strategically at Sheringham High school to provide a broad and balanced curriculum accessible to all students in light of careful analysis of cohort profiles. Students joining the school with low attainment in core subjects embark upon the Nurture curriculum throughout Years 7, 8 and 9. This develops numeracy and literacy skills using QTS staff and catch-up trained support staff.

The School invests in training teachers and support staff by means of internal and external subject-specific CPD and internal 'pod' based CPD in which staff observe each other in the context of Building Learning Power principles.

The School's teaching and learning structure is founded on careful development of four Heads of Learning who lead groups of related departments, have oversight of Heads of House, analyse data, review assessment, drive subject development and deploy Teaching Assistants in consultation with the School's SENCo. The School is committed to developing middle leaders through department action planning and input into Leadership Team and Learning Groups.

FOCUS ON INDIVIDUAL STUDENTS:

Sheringham High School's GCSE results in 2014 were not only the best in the county, 77% A*-C including E+M, but student data shows the impact of our interventions on students who require extra or particular support. For example, 87.5% of Pupil Premium students made expected progress in English Language GCSE; in a year when English results fell nationally.

During May of 2014 OFSTED said of the School; "Students supported by the pupil premium make good progress. The school has appointed specialist staff to ensure that progress rates continue to rise in English and mathematics and that the specific needs of individual students are fully met. It has also developed close links with feeder primary schools to ensure a successful transition from Year 6 to Year 7, and is looking at replicating this model higher up the school so that all students moving from Year 11 to 12 have a deeper understanding of the requirements of sixth form study. Students eligible for the pupil premium were about a grade behind in English and mathematics in 2013 but the gap is now narrowing quickly as a result of the specialist programmes put in place by the school."

They also pointed out, "The Year 7 catch-up premium is well used to ensure that progress rates increase, especially in English and mathematics. Year 10 students, acting as reading coaches, are paired with Year 7 and reading master classes, which make good use of the excellent library facilities, ensure that reading remains a high priority throughout the school. The school's 'Ace and Nurture' programme uses specifically trained teaching assistants to deliver additional in-depth teaching. Revision classes reinforce skills in English and mathematics for examination groups."

The Pupil Premium allocation for 2013-14 of £156,018.75 and appropriate whole school funding was used effectively in extra-curricular activities such as Activities Week in July 2014, School trips throughout the

year e.g. Y7 trip to Boulogne, Y8 trip to the Houses of Parliament, French and German Exchanges, Christmas Market visit, The Clothes Show and the Fly festival of literature.

In small group and individual tuition the School further developed the roles of our intervention staff to support vulnerable and most able students who are well below or above their expected reading and spelling levels on entry in Year 7. The ACE group, from September 2013 to Easter of 2014, and the Titan group (which will be extended to Year 8 students in 2014-15) benefitted from dedicated KS2 trained staff, materials, transport costs for enrichment visits and TA 'catch-up' staffing along with targeted days of Maths and English master classes with the Pet-xi team. The Pupil Premium augmented the funds used in setting up our 'Author in Residence' programme. The Scholarship Programme for the most able has led to 12 EPQ candidates and 5 Oxbridge applications this year. Funding for Reading Challenge students who are mentored by Year 10s lead to an average progress of 2 years RA in the one year. All students in Years 10 and Y11 have targeted support to prepare for their GCSE exams, evening revision sessions and minibus transport home afterwards.

The school counsellor, employed for 9hrs per week, is an extremely valuable resource for vulnerable students. Off site provision is also funded by the School in the award winning Holt Youth Project and their Older Young Carers scheme.

Support materials and books such as;

- study materials, including paper, folders and pens;
- Atlases for Geography homework;
- licences for Xplosiv electronic revision materials and GCSE booster packs;
- core Key Stage relevant 'Home Study Pack'. The 'Home Study Pack' included core texts, a complete set of revision guides such as French and German study aids, an English dictionary and a Thesaurus.
- art materials such as clay, art pencils and sketch books.
- access to specifically ordered novels in the library to encourage students' interest in and love of literature,

are available to all students but especially those requiring extra support.

The School also supports the costs of transport, tuition, Summer School, uniform and externally provided courses; we continue to pay for karate lessons, cadets, music tuition including drums, singing, guitar, and enable students to access courses put on by other providers. A breakdown of our Pupil Premium expenditure is on our website.

Further, the School prides itself on the effective use of funding for its support staff structure. Its holistic approach is praised by OFSTED in such comments as;

"The school's work to keep students safe and secure is outstanding. Students say that they feel safe at all times and parents agree," and, "Students are very well supported by the pastoral systems in place."

The School uses appropriate funding for the TA team which is split into Support and Behaviour. The School develops TAs through specific CPD such as catch-up and Exams Access training. Few schools take careers advice as seriously and Sheringham employs its own careers adviser, offering all students invaluable guidance about sixth form study, apprenticeships and employment which ensures our continuing success in minimising NEET students.

COLLABORATION:

The Academy shares its campus with Sheringham Woodfields school, a community special school for children and young people aged 2-19 with complex and special educational needs. The partnership that we

have with this school has made us a Norfolk flagship for inclusion and has fostered continued and mutually beneficial contacts between the students and the school.

The Academy makes its minibuses and facilities available to the special school at cost, thereby maximising use of its facilities and providing additional opportunities for their students in an efficient and economical way.

The school is also a trustee for a local community smallholding that provides educational opportunities for students from all local schools as well as the local community. It is a collaborative enterprise in conjunction with Sheringham Primary school, Break, Sheringham Woodfields School and the Academy. Its aim is also to build community relationships and promote healthy physical, mental and social lifestyles through active engagement.

The smallholding is an active and valued community resource providing a venue for family days out, courses in animal husbandry and other community activities. Produce is used in the school kitchens and sold locally. It won the Norfolk Food and Drink awards in 2014. The judges said "The reach, scale and sustainability of what they are doing is fantastic and they've made themselves a terrific example of what can be achieved, above and beyond the simple concept of a school garden."

The Academy also works collaboratively with Cromer and Reepham Academies undertaking Peer reviews and exchanging best practice on financial management and control.

The Academy commenced engagement with Antingham and Southrepps primary school prior to it's joining the Trust and has already achieved savings by collaboratively purchasing goods and services for example, joint parent communication systems and IT hardware.

NEW INITIATIVES:

Having been successful in its ACMF bid, the school undertook the wholesale refurbishment of two laboratories and associated preparation rooms and chemical store. This provided the opportunity to utilise a run down and disused store room by creating a small office thus freeing up valuable additional space within the classroom. This has made a significant difference to teaching and learning as the students have far more room to undertake group and practical work.

A rolling programme of classroom improvements designed to address some of the neglect of the past has continued. This has now created a light airy well ventilated room for computer graphics.

A budget was made available to introduce new resources to standardise marking and assessment for students across the entire school curriculum providing consistency of approach.

Similarly, resources for new vocational qualifications have been made available for Leisure & Tourism, Hospitality and Catering, Home Economics and Health and Social care. This provides additional options and opportunities for students.

New examination equipment has been funded to provide better facilities that are more mobile ensuring that it is easier to accommodate special needs in examinations (for example: scribes, readers and other special arrangements).

QUANTIFYING IMPROVEMENTS:

The Trust continues to perform at high level which is demonstrated by its examination results, Ofsted report and its attendance record. (Attendance record details show SHS attendance to 2014 at 95.8 % against 94.9% Nationally).

The Academy's accounts continue to demonstrate an effective and appropriate use of resources and an unqualified audit report for the year ended 31 August 2014 is anticipated.

The budget outturn report demonstrates an effective system of forecasting and management where individual budgets are at or below targets set, with satisfactory reason given for any planned under or over spend.

FINANCIAL GOVERNANCE AND OVERSIGHT:

The Academies system of Internal Control and Risk management procedures are established through the annual review and adoption of a Financial Management and Regulations policy. They are also established by an annual risk assessment process and the Academies Risk register.

The Trust's system of internal financial governance and oversight is based on a framework of regular management information and administrative procedures including the segregation of duties and a system of delegation and accountability. In particular it includes:

- Comprehensive budgeting and monitoring systems with an annual budget and periodic financial reports which are reviewed and agreed by the governing body through the finance and general purposes and premises committee.
- Regular reviews by the F and GP committee of reports which indicate financial performance against forecasts.
- Scrutiny of major purchases, major capital works and expenditure programmes.
- Authorisation of purchases and contracts in line with agreed procurements limits and procedures as outlined in the Financial Management and Regulations policy.
- Approval of tender documents and awards of contracts in line with the Financial Management and Regulations policy.
- Setting targets to measure financial and other performance.

The Governors have instructed finance staff from Cromer Academy and Reepham Academy to perform Peer reviews. These include giving advice on financial matters and performing a range of checks on the academy trust's financial systems. On a quarterly basis, the peer reviewer reports to the governing body on the operation of the system of control. Once per annum, the Chair of the Finance Committee attends a Peer review session to have the process demonstrated to them.

As Accounting Officer, I have reviewed the effectiveness of the system of financial internal control and this review has been informed by:

- The work of the Finance committee
- The work of the external auditor
- The work of the Peer Reviewers
- The work of the Business Manager and Finance Officer within the Academy Trust who develop, maintain and operate the internal control systems.
- The work of the senior leadership team within the Trust who have responsibility for the Heads of Subject and the management of their department budgets.

In short Sheringham effectively develops and makes use of Governor expertise resulting in the OFSTED judgement;

“Governors offer excellent levels of support and challenge to the school and share the headteacher’s determination that only the best is good enough.”

BETTER PURCHASING:

A register of all contracts is maintained and these are regularly appraised or renegotiated. Three, Four or five year contracts are entered into where these offer better value for money. The Financial Management and Regulations policy sets out a robust system of procurement. Tenders are used where appropriate and are assessed based on the Most Economically Advantageous Tender (MEAT) criterion.

During the year, four major contracts/service supplies were reviewed in this way which covered electricity, waste collection, Broadband and filtering services and Grounds maintenance. Service levels have been maintained or improved. Savings of over 30% have been achieved across the board.

The school has made better use of the availability of purchasing consortium for obtaining the best value for money and soundly negotiated contracts. These have been used for the purchase of an electricity contract and for the provision of insurance not covered through RPA.

A benchmarking exercise was undertaken in the Year to August 2013 and this has been followed up this academic year. Although the data provided is still somewhat experimental, our cohort of Academies in the area is growing in number and experience. Useful comparisons have been made between ourselves and others, particularly with a view to comparing common trends and factors with other successful schools.

The Trust has started to work with its member schools to ensure that the maximum usage is made of amalgamating existing contracts and using purchasing power to broker the best deals. Potential areas for maximising economies of scale have been identified in readiness for the take on of our partner schools in October 2014 and January 2015.

BETTER INCOME GENERATION:

Opportunities continue to be explored to generate additional and reliable revenue streams. Some increases have been achieved through the successful additional letting of sporting and school facilities. However, benchmarking data indicates that this is an area where we lag significantly behind our Norfolk cohort of academies.

REVIEWING CONTROLS AND MANAGING RISKS:

Risks are managed through the creation of a Risk Register which identifies the principle risks and uncertainties facing the trust, together with an assessment of the likelihood and impact and appropriate control procedures to mitigate. The risk register is reviewed by the governors on an annual basis.

The day to day impact of cash flow on the bank balance and the school’s level of creditors are monitored on a weekly and monthly basis. The level of debtors is minimal but is managed in a controlled way to ensure that the Academy receives payment in a timely fashion.

Budget holders, management and governors receive regular budget reports which are scrutinised to ensure the most effective use of resources to meet the objectives of the Academy.

The Academy manages its cash flow to provide sufficient working capital to cover delays between spending and receipt of grants. Balances are moved to a higher interest account to ensure maximum returns on surplus balances. It is the Trusts objective to show a level of prudence and good financial planning to cover the unexpected and unplanned and to provide stability so that's its primary objectives are preserved.

Reserves are intended to be used to establish a prudent but adequate general reserve.

LESSONS LEARNED:

The Academy should continue to explore and maximise opportunities for collaboration with local schools.

More focus will be placed on way of improving self- generating income opportunities.

The Trust must strive at this time to maintain standards and continuity of service as it grows. Financial management and control will be critical to ensure the continuing success of the Trust in the years to come.

Signed.....

Name : **Andrew Richardson**

Academy Trust Accounting Officer

Date :.....