



## VALUE FOR MONEY STATEMENT

St Joseph's College Academy Trust

Company No. 08061075

Year ended 31 August 2013

I accept that as accounting officer of St. Joseph's College Delasalle Academy Trust I am responsible and accountable for ensuring the academy delivers good value in the use of public money. 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 education 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 its first 15 months trading as an academy trust.

### Improving educational results

The company has enjoyed a successful year. Exam results were very good. At KS4 64.4% of students gained 5 or more GCSE grades A\* - C including English and Maths. Overall 82% (2012: 83%) of students attained 5 A\* - C grades and 91% passed the BTEC courses. Results in Mathematics were outstanding with 83% A\* - C grades and 31% A/A\* grades. Progress in English improved with 73% (2012: 63%) of students making 3 or more levels of progress from KS2.

Free school meals students achieved 73% (2012: 78%) 5 A\* - C grades which far exceeds the performance of similar students throughout England every year.

Post 16 courses were very successful with 98.4% pass rate at Advanced level and 100% pass rate at BTEC courses. Mathematics, Biology and Art all achieved outstanding results and appeared in the top 20% of the national progress according to ALPS data.

The number of students in the sixth form increased from 160 to 214 a significant increase of 34%. The introduction of a new vocational BTEC Sport course attracted 20 additional students. Increased provision in BTEC sport and the introduction of an Engineering BTEC Course in September 2013 will further increase the number of students in the 6<sup>th</sup> Form.

To be able to introduce the use of new technologies into the classroom we have, as a first step, developed a WiFi network throughout the campus. Staff have started training on the availability and use of various new devices that can be used to assist learning inside and outside the classroom.

Solar Panels were installed on the roof of the building in April 2013. It is the largest Solar panel field in the Borough of Croydon. It will make a big impact on energy costs within the College.

57 learning outside the classroom activities took place throughout the year. These include two international projects with visits to and from schools in France, Sweden, Italy and Turkey. The 10<sup>th</sup> Summer immersion course to China took place in July and was very successful. The on-going Confucius Classroom project increased the number of Primary schools, where Mandarin teaching is supported by our staff, from 9 to 12. The trust was successful in securing additional income through grants and fund raising to support these activities.

#### Focus in individual students

Since the introduction of the Pupil Premium grant strategies have been implemented to identify and closely track students who are entitled to benefit from this premium. The introduction of an Inclusion Unit has enabled facilities for one to one tuition, small group work for targeted improvement and counselling facilities. Staffing has been increased to fully facilitate this initiative. The grant has also enabled the purchase of new technologies to directly improve access to the curriculum and offers a quiet space for homework and private study to further support less advantaged students.

#### Financial governance and oversight

In accordance with my responsibilities as accounting officer, reviewing the effectiveness of our system of internal control during our first period as an academy has been informed by:

- the work of the external auditor;
- the appointment of a Finance and Audit committee and a Responsible Officer;
- the work of the Senior Leadership Team within the academy who are responsible for the maintenance of the internal control framework.

The internal financial control is based on a framework of regular management information and administrative procedures including the segregation of duties as well as a system of delegation and accountability which include:

- comprehensive budgeting and monitoring of systems against the annual budget and termly financial reports reviewed and agreed by the governing body;
- regular reviews by the Finance and Audit Committee of reports which indicate financial performance against the forecasts and of major purchase plans, capital works and expenditure programmes;
- clearly defined purchasing (asset purchase or capital investment) guidelines;
- delegation of authority and segregation of duties;
- identification and management of risk.

#### Purchasing

All goods and services are correctly appraised, contracts are reviewed annually to obtain best value and new projects undergo a full options appraisal. Very large contracts are conducted through a

complete programme management procedure to ensure all elements are achieved in a timely, efficient, effective and economical manner. Full cost benefit analysis assesses the business need, risks, constraints, cost and impact on current operations.

The College tendering policy is strictly adhered to, all tenders are assessed following due process, successful and unsuccessful tenders are kept on file for audit purposes.

Regular reports are produced to monitor spending; bank accounts are reconciled monthly and payroll reports are reconciled to budgeted expenditure, any variances are investigated immediately.

#### Risk management

The risk management policy is reviewed by the Governing Body annually; all risks considered are negated, reduced or mitigated. The College has a comprehensive insurance policy to assist with our risk management.

Signed:  .....

Name: M.V. FRANCHETTI .....  
Academy Trust Accounting Officer

Date: 11 - 12 - 2013 .....