

Value for Money Statement

Academy trust name: King Edward VI Camp Hill School for Girls

Academy trust company number: 7656265

Year ended 31 August 2014

I accept that as accounting officer of King Edward VI Camp Hill School for Girls I am responsible and accountable for ensuring that the School 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 School's use of its resources has provided good value for money during the academic year.

The School is firmly committed to achieving Value for Money. It has a Value For Money section incorporated within its Financial Regulations together with an accompanying Value For Money Statement. Achieving Value for Money is about being more economic, more efficient and more effective with the School's resources and therefore delivering improved outcomes for pupils. The School has achieved Value for Money during the year in the following areas:

Improving educational results:

The school has an agreed School Development document for 2012-15 which sets out the priorities which are designed to maintain and, where possible, improve its outcomes as a successful academic school (see school website for examination results). This document is supported by the annual school development plan together with a robust and extensive system for monitoring and evaluating all aspects of the work of the school.

In 2013-14 the school has continued to take advantage of the opportunities to reduce the cost of both teaching and non-teaching staff (see notes below):

- In November 2013 the school again actively marketed the opportunities to study the Arts, Humanities and Languages in order to redress the balance in terms of student numbers across the subjects offered in the Sixth Form. The intention was to offer more external places, in subjects with smaller numbers and so increase numbers and income without increasing staffing. 97 offers were made resulting in 57 external students starting in September 2014.
- There has been continued collaboration with Camp Hill Boys where economies of scale can be made.
- There have been and will continue to be changes made to the curriculum and to staffing to address the funding issues where appropriate for the school.

The school has an effective system of induction and continuous professional development designed to support the transition of new staff, to set high expectations of professional behaviour and classroom performance aimed ultimately to ensure we can attract and retain the best possible workforce. We are the lead school in the King Edward Consortium SCITT from which we have employed several teachers with outstanding potential.

The school continues to develop its ability to support all pupils including those from disadvantaged backgrounds by:

- Having an effective Pupil Premium Policy which supports the needs of individuals;
- Systems of communication with parents actively encourage those who qualify for such support to come forward;
- Support is provided for as wide a range of activities and resources to ensure all pupils can access and benefit from the school's extra-curricular opportunities;
- Support staff are employed e.g. a Learning Mentor to focus support and intervention strategies for pupils throughout the school; an Attendance Officer to focus on intervention strategies to support pupils; a trained Counsellor is available; internships have been offered for Year 14 students;
- The EPQ and Oxbridge mentoring is available for G&T individuals;
- The progress and outcomes of all pupils is rigorously monitored and evaluated.

The two Camp Hill Schools have continued to work closely to develop plans to try to address the significant potentially damaging cuts to their budgets for the next five years or so. The school continues to provide support for partnership activities including the Familiarisation pilot across primary schools across Birmingham but with a specific focus in identified areas of social need, a Sixth Form Community initiative and the KEC teacher training programme.

Over the 2013-14 financial year regular monitoring by the Headteacher, Grammar Schools' Accountant and the Governors' Budget Committee shows that the school has operated within the declining budget. Additional numbers of the Sixth Form students have supported some aspects of the declining budget as has the reduction in teaching time for A Level, keeping teaching staff numbers at an affordable level.

The examination results for the end of year 2013-2014 show educational attainment has been maintained. Attendance targets have been met.

Economies of scale:

The School receives its financial, governance, admissions and policy/strategic support from the Foundation Office of the Schools of King Edward VI in Birmingham. This allows the School to direct more resources to front line teaching, maintenance of and improvements to school premises and IT investment.

The two Camp Hill Schools collaborate to reduce costs sharing the teaching of Post 16 where appropriate and both schools offer flexibility to Sixth Form students by offering courses where there are clashes. Caretaking staff also work across both schools.

There has been a joint appointment (with CHB the adjoining school) IT Network manager. The harmonisation of IT systems and support across both schools/across the Foundation is ongoing and estimated to be completed by summer 2015.

Financial governance and oversight:

The School adopted a new set of Financial Regulations during the year. There was extensive consultation on the Financial Regulations involving both staff and Governors. They were discussed at length at the

Grammar Schools' Joint Audit Committee and finally adopted by the Governing Body in Spring 2014. The regulations comply with the EFA financial requirements. A new tendering policy was also agreed during the year together with a Scheme of Delegation. Staff throughout the School have access to the Regulations and fully understand their responsibilities. The School is therefore confident that this will improve the system of financial governance and ensure that there are robust financial controls including sound financial reporting.

Better purchasing:

The School continues to procure energy from the buying framework at Birmingham City Council.

The School completed an external review of three areas of expenditure (refuse disposal, water and office supplies) during the year. Waste/refuse disposal and office supplies were retendered during the year. In respect of office supplies tenders were submitted to 15 organisations and using the combined potential purchasing power of the five King Edward VI Academies and the charity The Schools of King Edward VI in Birmingham tenders were returned based on a costed "core contract list" and agreed discounts off the non-core contract list. There are forecast savings to be made at the same or better level of service.

The School retendered the provision of external audit services over a 5 year period during the last financial year. In the current year the School moved to a new firm of external auditors.

Costs are benchmarked on an annual basis against the other King Edward VI Grammar Schools, and the School will make use of DfE benchmarking information as appropriate.

Better income generation:

There has been an increase in numbers by one extra form of entry from September 2014 which will bring in an additional stream of funding from September 2015. The school has made changes to the Admissions Policy to attract more Pupil Premium students. They currently bring increased funding.

The use of the school buildings for lettings will continue to be investigated. The associated costs of a manager to oversee bookings, maintenance and wear and tear on the buildings with more use and additional hours for site staff would have to be offset against lettings revenue which will not be guaranteed.

Reviewing controls and managing risk:

The School receives termly management accounts showing income and expenditure, together with progress/expenditure reports on capital projects. The School receives a small amount of interest on its current account. It invests larger sums of money on rolling 3 monthly deposit accounts, with its clearing Bank in order to achieve higher rates of interest.


A risk management framework is in place that includes a detailed risk register and risk management policy. It is hoped that the existing risk management culture will be embedded even further and help management and the Governing Body prioritise actions against the major risks that the School faces.

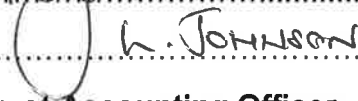
Lessons learned:

In response to the significant budget cuts announced in February 2013 the Headteacher was asked to develop the basis for a detailed financial plan to identify where future cuts to expenditure or increase in income could be achieved. Close collaboration with the other Schools of King Edward VI Heads and specifically with the Head at King Edward VI Camp Hill School for Boys has allowed a cohesive strategy to be presented. The proposed expansion of pupil numbers has begun and further collaboration with King Edward VI Camp Hill School for Boys continues.

Embedding a culture of VFM and supporting staff

The Headteacher is the sole signatory in school for all budget expenditure. This allows her, supported by the relevant office personnel to monitor and control all expenditure. The Network Manager across both schools has enabled a more robust system for tenders for IT equipment including photocopiers. The school has been dealing with cuts to its budget for three years. The need to ensure value for money is recognised by all staff. Department capitation levels have been cut (except for individual exceptional purchases).

Signed: 

Name: 

Academy Trust Accounting Officer

Date: 