

Value for Money Statement

Organisation name: BETHNAL GREEN & SHOREDITCH EDUCATION TRUST

Company number: 7856680

Year ended 31 August 2014

I accept that as accounting officer of BETHNAL GREEN & SHOREDITCH EDUCATION 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 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

Bethnal Green Academy serves one of the most deprived areas of the country, but we know that background, place of birth or post code need never be an obstacle for our students to fulfill their dreams and aspirations. We demand the highest standards from our students and staff in the pursuit of excellence.

We are immensely proud that in December 2012 Ofsted judged Bethnal Green Academy to be 'Outstanding' in all of the four categories measured. The achievement is attributable to the governors, staff, students and their families who all believe that our children have a right to an outstanding education.

The academic achievements made over the last four years help to explain why the Ofsted inspection report states "students' achievement in Key Stage 3 and 4 is remarkable". At Key Stage 4, the percentage of students obtaining 5 or more A* to C grades at GCSE (5ACEM) has risen from 74% in 2013 to 80% this year. The four year trend is of a school consistently attaining over 70% 5ACEM and having now broken the 80% threshold.

Progress of students in English and maths continues to be significantly above national averages. 97% of students make the expected progress in English, compared to 69% nationally. 66% make more than the expected progress in English, compared to 30% nationally. In maths, 91% of students make the expected progress, compared to 70% nationally. 48% make more than the expected progress in maths, compared to 32% nationally. For 'Value Added', the results for 2014 place English, maths and science subjects in the top 1% (RAISEonline).

Our sixth form was established in September 2012 and the first set of A Level Results achieved a pass rate of 98.3% (national average 98%). Level 3 BTEC results were 100% (80% at least merit). Destinations secured for all with students going to University, taking a gap year or going into training and employment. The 'ALPS' score placed the sixth form in the 75th percentile for value added (good to outstanding grading).

In 2013/14, the pupil attendance at 96.7% was for the second consecutive year, the highest in the whole of Tower Hamlets and the highest in the history of the Academy.

Targeted Improvement

The Academy has robust processes in place for monitoring the progress against the School Improvement Plan and where necessary, taking the appropriate corrective action to ensure the plan is delivered. Student data is rigorously monitored and analysed allowing the curriculum managers to track the progress of each student, a process that facilitates the provision of the appropriate stretch and challenge or intervention measures required for each pupil to achieve and exceed their expected progress. We have a highly motivated team of staff that works tirelessly to deliver the challenging improvement targets set each year.

In 2013/14 the Academy was awarded the 'Inclusion Quality Mark' for the outstanding achievements made by the Academy in seeking to maximise the success of each and every individual student. The report by the lead assessor included the following observations; "Passionate, articulate, hardworking, engaged, analytical, purposeful, creative, inspirational and visionary are all adjectives that can be attributed to the BGA staff". In addition, "I would have to say that Bethnal Green Academy is a very good example of an Inclusion Quality Mark school and should consider

becoming a Centre of Excellence for Inclusion”.

Focus on Individual Pupils

Pupil tracking processes and targeted deployment of resources allows differentiation to be achieved. The Academy offers students a comprehensive student support service and specialist learning provision. Students benefit from a wide range of teaching styles including one to one mentoring and small group work.

Collaboration

The Academy works closely with the feeder primary schools in the borough and during the year was awarded a contract by the Greater London Authority to be the lead partner school in delivering a literacy project funded by the ‘London Schools Excellence Fund’. The aims of the project are to increase teachers’ skills to develop literacy skills for non EU national EAL pupils at Key stage 2 and support collaboration between primary and secondary teachers.

Bethnal Green Academy has a significant track record of partnership working and innovative methods of raising standards. In 2013/14 the Academy supported the leadership of Greenwich Free School to develop their school improvement plan.

Financial Governance & Oversight

The Academy’s Governing Body has strong oversight of the financial management of the budget. The Resources Committee meet regularly to review the financial position, to receive reports and to challenge decisions. Our external auditors review our financial processes. A separate firm of auditors undertake the role of Responsible Officer to test our internal controls. The Academies Financial Regulations and underlying procedures clearly define the levels of delegation on spending proposals ensure we take the necessary steps to achieve best value.

Better Purchasing

A register of all services and contracts been developed and all contracts are appraised or renegotiated in a timely manner to get the best mix of quality and effectiveness. Three year contracts have been entered to ensure reduced cost where it was felt that this would benefit the trust. Some services previously provided by the local authority have been terminated and replaced by external providers that have demonstrated better value for money.

The Financial Regulations have clear schemes of delegating and limits for the requirement to source quotations or tenders for products or services.

The Academy is a member of the Crescent Purchasing Consortium (CPC), which is used to deliver best value. The Academy also has the flexibility (within the framework of appropriate internal controls) to take advantage of purchasing opportunities, such as supplies from internet shopping.

Benchmarking

The Academy benchmarks its costs against similar organisations through the DfE Benchmarking website and through benchmarking data provided from audit firms.

Better Income Generation

The Academy has generated external income streams, mainly through letting the Academy premises and the provision of school improvement services.

Review of Controls and managing risk.

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.

In balancing risk against return the Academy’s investment policy is clearly geared towards avoiding risk than to maximising return.

On conversion, the Academy used the CPC framework to enter into a long term agreement with Zurich Municipal to provide the insurance cover for the Trust. Those levels are reviewed annually.

Name: Mr Mark Keary

Academy Trust Accounting Officer

Date: 19 Dec 2014