



## Value for Money Statement

31 August 2013

Company Number 07438425

I accept that as accounting officer of Queen Elizabeth 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.

The Governors of Queen Elizabeth School take their responsibilities to ensure public funds are used to the best possible outcome for the pupils in our school community very seriously. The Governors achieve this by maintaining the essential nature of QES based on the principles of 'scholarship and care', the QES core values and a commitment to the highest standards in all regards by:

- Continuing to be outward-looking and responsive to the needs of the system while within QES consolidating the budget and the admissions numbers in an uncertain climate.
- Continuing to exemplify the model of an academy at the heart of its community in accord with core values which is 'connected', outward-facing and contributing to the development of an improved system.
- Achieving and maintaining a balance between the concentration of resources on internal development and the drive to support system improvement.
- Amending the Governing Body to ensure the security of planned succession
- Continuing to work towards building a budget reserve and controlling staffing costs to a level between 80 – 85% of total budget while maintaining high morale among staff.
- Reviewing the effects of lower Year 6 (Sept 2012) numbers on the 'nature' of our Year 7 intake
- Continuing to promote the understanding of core values and what makes a successful learner in assemblies and in lessons
- Continuing to build effective multi-agency teams providing the highest standards of 'care' to young people
- Re-developing the website as a main communicator of the 'image' of QES

### Standards

To continue to raise the standard of learning by promoting in students a better understanding of how they learn, of the progress they are expected to make and of how they can take more responsibility for their own learning:

- Re-examine the terminology of the QES learner model and reinforce the understanding of it at all levels
- Introduce a new KS3 monitoring regime which clearly identifies achievement and under performance in each subject
- Review the KS5 monitoring regime including WAGs/TAGs
- Intensify the initiative to improve whole-school literacy
- Embed the expectation of upper-quartile performance in all areas and at all levels
- Reinforce the expectation of a 3.85+ effort grade average

### Teaching and Learning

Using the principles and practice inherent in the Teaching and Learning Policy, enable current initiatives to create the context within which the focus on teaching and learning is inevitable and relentless:

- Introduce the revised performance management system
- Prepare for the reintroduction of linear courses by anticipating the associated teaching and learning needs
- Prepare for and rehearse subject inspections
- Amplify and embed further the 'split-screen teaching' concept
- Reinforce a commitment to 'responsive teaching' by focussing on achieving better 'dialogue' with students
- Ensure the expectation of demonstrable 'progress' in all lessons
- Review the functioning of Learning Families.

### Structure and Systems

To review the structures and processes of planning and self-evaluation:



- Review the effectiveness of the QES development plan
- Design and test a QES SEF
- To re-evaluate the role and function of the Form Tutor
- Encourage greater involvement with parents
- Develop mentoring skills
- Develop tracking and monitoring skills
  
- To review the revised systems and calendar for the monitoring, assessment and reporting of student progress and for involving parents and carers more effectively in the 'scholarship' process:
- Monitor and review the new assessment, reporting and reviewing calendar
- Further develop skills in 'tripartite' reviewing and 'brief comment' writing
- To develop further the use of 'Pupil Voice' to review, research and signpost improvements in our 'scholarship and care'

### Partnerships

To continue the development of the 'partnership with parents' initiative to involve parents more effectively in the QES offer of 'scholarship and care'

- Continue to develop academic review days and introduce subject review days
- Improve the quality of focussed and specific comments with effort grades
- Explore ways of giving parents 'live' access to pupil data
- Extend in-school sessions for parents and encourage visits during the school day
- Continue to deal with problems by meeting parents in person
- Continue the development of the website and extend the use of e-mail
- Continue to develop (especially into Post 16) more effective ways of 'reaching' reluctant parents including home visits and use of EWO/PSA role
- Build better relationships with the Lunesdale Surgery to promote improved 'care' for students
- To develop further the Teaching School concept in collaboration with the South Lakes Federation and in conjunction with the emerging wider system:
  - Use the year as Chair of the SLF to achieve financial stability and to ensure the SLF serves the needs of all its members
  - Contribute significantly to the Teaching School Steering Group and to ensure the compatibility of the Teaching School and the SLF
  - Consider the relationship with strategic partners and alliance members and be responsive to system-wide developments
  - Consolidate a relationship with new Teaching Schools and with CASL
  - Contribute to the development of SLRP
  - Build enhanced relationship with HE providers including the University of Cumbria
  - Develop the concept and practice of school-to-school support through the current contracts
  - Engage with the Schools Direct model of ITT
  - Continue to develop and run leadership training courses at all levels including NPQ Modules 1-3
  - Continue to support the business needs of local schools

### Resources Management

The governors have worked to ensure adequate and appropriately equipped spaces in which to deliver our organisational aims.

- In this year this has included the addition of the Philip Castle Building, Studio 26, additional music teaching and practice rooms and the new 6<sup>th</sup> form common room. We have also successfully attracted government funding to improve the fabric of our existing buildings and extend their useful life, and reduce ongoing maintenance costs enabling to divert more future income to main school development priorities. This work has included re-roofing sections of the main school, Springfield House, Music and the 3 Storey Block.
- We continue to manage our back office function to ensure high quality provision, supporting the organisational needs at cost well below national benchmarks.
- Governors continue to monitor best value in engagement of all of our contracts and services.

Signed:

Mr Chris Clarke  
Headteacher & Accounting Officer

Date:

16 December 2013