



Value for Money Statement

Academy trust company number 07435425

Year ended 31 August 2014

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.

Ethos

To maintain 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. To continue to function actively in all areas of operation at the centre of the SLF/Teaching School/National Support School/South Lakes Rural Partnership alliances. While continuing to be outward-looking and responsive to the needs of the system, at the same time within QES to work relentlessly to improve standards, to consolidate the budget, maintain admissions numbers and to plan the further development of the school site.

- Begin to implement the QES leadership succession plan to ensure continuity and success into the foreseeable future
- Review the changes to the Governing Body including the concept of the Associates to ensure the security of planned succession
- Continue 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
- To achieve and maintain a balance between the concentration of resources on internal development and the drive to support system improvement
- Continue to promote the understanding of core values and what makes a successful learner in assemblies and in lessons
- Review the changes to the Governing Body including the concept of the Associates to ensure the security of planned succession
- Continue 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
- Review the approach to marketing and publicity, the relationship with primary schools and the nature of Information Evenings and Tours of School to ensure the buoyancy of our Year 7 intake within a context of lower numbers
- Continue to build effective multi-agency teams providing the highest standards of 'care' to young people
- Develop further the culture of 'safeguarding' particularly with regard to e-safety and e-conduct
- To re-develop the website as a main communicator of the 'image' of QES
- To assimilate the 'Research' and 'Teacher Training' developments into the QES culture
- To clean-up classrooms and other departmental areas to ensure vibrant, attractive areas for Teaching and Learning
- To explore and develop the concept of the Kirkby Lonsdale Development Trust, the KL Sports 'Village' and the KL Community Theatre Arts initiative

Standards

To continue to raise the standard of learning by promoting in students a better sense of self-respect and 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:

- Introduce the revised version of the QES learner model and reinforce the understanding and widespread use of it at all levels
- Implement and operate the new KS3 monitoring regime which clearly identifies achievement and under performance in each subject
- Determine what tracking measures we might use if national curriculum levels cease
- Monitor in particular lower ability pupils and those with known attachment difficulties in Year 8



- Monitor as distinctive groups pupils receiving the pupil premium and those on Year 7 catch-up
- Intensify tracking, monitoring, intervention and mentoring arrangements for Year 11 (in the light of Year 10 PGs)
- Review the provision for our most able students
- Review the KS4 calendar in the light of the linear exam regime
- Continue to review the KS5 monitoring regime including WAGs/TAGs
- Intensify the initiative to improve whole-school literacy and numeracy
- Embed the expectation of upper-quartile performance in all areas and at all levels
- Develop still further the effort grade system, considering, for example, subject specific definitions and pupil generated effort grades
- Review the conduct of all internal exams to ensure the system and timescales promotes good learning habits
- Monitor closely all national developments on issues of standards and accountability
- Introduce and review the new QES SEF
- Introduce the uniform changes (skirt and fleece) and review the operation of the new retailer

Teaching and Learning

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

- Resolve staffing issues to achieve stability in the core subjects and in identified foundation subjects
- Review the use of 'marking' as a means of promoting a dialogue about learning with pupils
- Review the quality and use of homework
- Review the use of exercise books and files with particular regard to improving standards of presentation
- Undertake three subject inspections (2 Autumn/1 Spring) in Modern Languages, Science and ANO
- Ensure the expectation of demonstrable 'progress' in all lessons by requiring evidence on performance management lesson observation pro forma
- Review the purpose and functioning of Learning Families and to use them as the basis for school-wide research projects
- To consider ways of improving Teaching and Learning through the use of research methodologies

Structure and Systems

To integrate data sources within school and to make available to those outside school:

- Integrate SIMs/Moodle using Overnet
- Identify best model for staff access to IT by clarifying the desired outcomes
- Improve the creation, storage and use of resources

To review aspects of the pastoral system

- Develop further the role and function of the Form Tutor
- Review the composition, structure and function of the 6th Form leadership team
- Develop a pastoral team succession plan
- Develop the effective use of part-time staff in the pastoral system

Continue 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'

To develop structures whereby we can share research outcomes

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 review subject review days
- Improve the quality of focussed and specific comments with effort grades
- Introduce 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 Moodle
- Continue to develop (especially into Post 16) more effective ways of 'reaching' reluctant parents including home visits and use of EWO/PSA role
- Conduct a parental questionnaire to elicit views on Homework, Marking and Presentation and Storage of pupil work
- Seek the views of Year 13 parents on the QES experience

To develop further the QES/South Lakes Teaching School in collaboration with the South Lakes Federation, the South Lakes Rural Partnership and in conjunction with the emerging wider system:

Contribute significantly to the Teaching School Steering Group and to ensure the compatibility of the Teaching School and the SLF and the neighbouring Teaching Schools

Consider the relationship with strategic partners and alliance members and be responsive to system-wide developments

Contribute to the development of CASL and LASL

Contribute to the development of SLRP

Develop the concept and practice of school-to-school support through the training and deployment of SLEs and through the NSS

Develop and extend the Schools Direct model of ITT

Continue to develop and run leadership training courses at all levels including NPQ Modules 1-3

Develop the strategy for the development of Cultural Education

Continue to support the business needs of local schools

Begin engagement with the RCUK Research initiative

Signed: *Chris Clarke*

Name: Mr Chris Clarke

Academy Trust Accounting Officer

Date: 17/12/14