

Wellington College Academy Trust
Value for Money Statement 2013-14

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Value for Money Statement

Academy Trust Company Number: 6457394

Year ended 31st August 2014

I accept that as Accounting Officer of The Wellington Academy Trust I am responsible and accountable for ensuring the Academy Trust delivers good value in the use of public resources. I am aware of the guide to academy value for money refers to the educational and wider social outcomes achieved in return for the taxpayers resources received.

I set out below how I have ensured that Wellington College Academy Trust's use of its resources has provided good value for money during the academic year 2013-14.

The Trust's activities in the academic year 2013-14 all relate solely to operations at **The Wellington Academy in Tidworth**, Wiltshire. The purpose of this document is to demonstrate to parents and the public that the academy trust's use of public assets and funds has provided good value for money during the year and to identify opportunities for potential improvement.

The Academy Trust is committed to:-

1. Raising student attainment

Whilst key threshold measures were significantly below national averages again in summer 2014, the 2013-14 academic year saw a large number of changes at the Academy which will drive significant future improvement.

In terms of results, 37% 5A*-C including English and maths was a small increase in the key headline figure but this should be placed in the context of a year of significant change at the Academy and, critically, national changes to DfE recognition of Level 2 qualifications. Many schools nationally, including some local providers, have seen dramatic decreases in their headline figures, so the Academy's increase should be seen in that context. Nevertheless, the Trust is aware that further improvement is essential and we are confident that this will be secured once the changes which we have implemented take effect.

Progress in English and maths remain below national average measures and this remains a focus for all of our students in Key Stages 3 and 4. Attainment across subjects was variable, but was significantly above national average in some subjects.

Attainment of Free School Meals students improved from 2012-13 and we are carefully directing resources to support these and other disadvantaged students more effectively. Service family students continue to make above school average progress.

For Key Stage 5, the proportion of students making and exceeding expected progress at the end of Year 13 compares favourably with national figures and is pleasing given that in the previous year, two areas (AS and Applied AS) were below national average. There are pockets of outstanding performance and

subjects which are still require further improvement. However, a more robust system of both ensuring course suitability and data collection/intervention was employed this year and student progress in all years is tracked much more rigorously as a result of recently introduced systems within the Academy.

In order to achieve better value for money with regards to Teaching and Learning, a major restructuring of the Academy's academic departments was undertaken. These changes simplified the roles and responsibilities within faculties and ensured greater consistency in remuneration for teaching and leadership positions. As part of the changes to staffing made, we were able to recruit a significant number of new good or outstanding teaching staff as a result of forward planning and early advertising. This planning also reduced our long term dependency on supply teaching and reduced the need to re-advertise roles.

The curriculum offered for our students has been reviewed and streamlined to allow for improved results for the DfE's new performance measures. Specifically, we have added subjects to the curriculum that offer recognized Level 2 and 3 qualifications, following changes implemented by the Government as a result of the Wolf Report. As a result of the changes in curriculum, we are confident that students are now accessing a more academic provision which will significantly increase their longer term employment prospects. In addition to the subjects offered, we took the opportunity to increase the overall number of sets and therefore have reduced average set sizes. This has had a positive impact on behavior in lessons, leading to an improved learning environment.

To ensure that teaching and learning is of the highest quality, we have made significant changes to our performance management procedures and have successfully completed the first year of Performance Related Pay for both teaching and support staff. This has ensured that pay progression for staff only happens when their performance has impacted positively on students' learning.

Where the Academy received earmarked funding for groups of students, we looked to improve how this money was spent. For example, Pupil Premium spending plans have been reviewed and are now having a more positive impact on the achievement of disadvantaged students (details are provided on our website). We also receive funding from the Local Authority to support students at risk of exclusion and we have used this money to create a new unit within the Academy which provides a more nurturing environment for these children.

2. Robust governance and oversight of Academy Trust Finances

A major review of governance was completed in 2013-14. The former Academy Trust became a Multi-Academy Trust on 1st September 2014, and in future will allow for even better value for money as services become shared across more than one school.

In terms of financial management, the Academy continues to benefit from the provision by the services of Moore Stephens who report termly to the Responsible Officer on key financial policies, systems and procedures including the use of tenders and presents reports on compliance to the MAT Board's Finance Committee.

The Academy receives support throughout the year from its External Auditors on compliance and accounting practices.

The MAT Board's Finance Committee receives termly monitoring reports and report detailing compliance with the Scheme of Delegation. The Board Directors approve the budget each year and are mindful of the need to balance expenditure against income to ensure the Academy Trust remains a 'going concern'. The Trust also receive and approve the Annual Accounts and the External Auditors Management Report.

3. Ensuring the operation of the Trust demonstrates good value for money and efficient and effective use of resources.

The Academy continues to regularly benchmark financial performance against other academy trusts to demonstrate that the Trust provides good value for money.

Tender exercises are regularly undertaken to ensure that high value contracts are assessed against the marketplace on a regular basis to ensure that long term contracts (3-5 years) remain competitive.

For purchases above £5,000 but below the tender limit, 3 quotes are required to ensure that value for money is ensured.

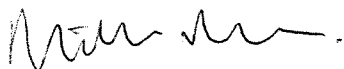
The Academy maximises its resources by its environmental policies, these include energy consumption, recycling and reducing waste and procurement.

4. Maximising income generation

The Academy explores every opportunity to generate income through hire of Academy facilities and a newly appointed Business Manager has started to take advantage of local enterprise opportunities. Income is also generated from small grant applications which help to support the wider curriculum, including our military students. The Trust is constantly reviewing possible grant applications.

5. Reviewing controls and managing risks

The Academy review expenditure within each budget heading annually and make adjustments based on the effectiveness of strategies introduced in previous years, curriculum offer and any new strategies identified in the Academy Development Plan.



Mike Milner

Wellington College Academy Trust Accounting Officer

Date: 31st December 2014