



Value for Money Statement

Cheney School Academy Trust

Academy trust company number: 8319810

Year ended 31 August 2014

I accept that as accounting officer of Cheney School Academy 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 have 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.

Raising Student Achievement

This is demonstrated by the continued positive trend in exam results. For further information please refer to the Academy web site

<http://www.cheney.oxon.sch.uk/page/?title=Exam+Results+2013&pid=460>

GCSE

62% of students achieved 5 A*-C including English and Maths (up from 48% in 2012). 67% of students achieved any 5 or more A*-C grades. This slightly lower in regards to English, mathematics and 3 other GCSE's than in 2013 by 1% due to the changes to how qualifications are measured. For example we had excellent results in BTEC science, work skills and food but these did not count in the amended league tables. However our value added measures are positive in every GCSE subject and every GCSE subject secured a higher A*-C grade pass rate than the national pass rate for 2014. Cheney school has an excellent set of results from the E-Bacc suite of qualifications, and we are constantly amending our curriculum model to enable students to access a broad and challenging curriculum.

A-Level

The A2 results maintained a pass rate of 98% with over 50% of grades awarded an A*-B grade. Cheney School has developed and fully embedded a student tracking system for individuals that track levels of progress from Key Stage 2 through to Post 16. The school operates an extensive programme of lesson observations, external reviews and self-evaluation so that we are swift to identify any area where further improvements are required.

Cheney School also tracks the attendance and behaviour of all pupils. Although attendance rates have improved they remain slightly below the national average this is an area of continuing focus for improvement. Behaviour in classes has been assessed by both internal and external review as good to outstanding. Work will continue to be done to ensure this outstanding behaviour continues outside the classroom.



Cheney School ensures that where possible additional needs of individual pupils are met and appropriate resources (staff and equipment) are made available such as one to one support or stretch and challenge for the more able pupils. In 2014 we appointed a Pupil Premium lead teacher to work with our Assistant Head Inclusion to further strengthen our and share our best practice in this area. The Academy has used summer schools to support year 6-7 transition as well as the use of our sixth form students as mentors .

Results for higher ability students and students on Free School Meals in the last 6 years show steady rates of progress. Rates of progress for the higher attainers has significantly accelerated and is excellent with the average attainment of all grades for the higher attaining students being an A grade (Raise on line 2014).

In 2014/15 the focus will continue to be to accelerate the rates of progress for vulnerable students and to close the gaps in Pupil Premium/Free School student attainment. With this in mind we have extended resources into these areas of work and have networked with schools/academies where rates of progress are exceptional for these cohorts of students. In October 2014 Cheney School Academy Trust became the official sponsor for Bayards Hill primary school and has been prudent in having staffing shared across both schools to further drive up standards at the least cost. Having the expertise of a successful secondary Academy has attracted high calibre applicants to posts at the primary school and helped to retain high quality staff at the secondary school thus again driving up standards within the Cheney School Academy Trust.

Robust governance and financial oversight

Cheney School Academy Trust has a Finance and Resources committee, who are responsible for determining the school's financial priorities linking this to the long term vision, the School Improvement Plan and directions given by the Full Governing Body. This committee are also responsible for ensuring compliance with Audit requirements. It should be noted that Cheney school lets extensively the buildings in the evenings, weekends and out of term times. In 2013 we secured additional lettings which have generated additional income whilst providing high quality educational provision for local children.

Items for discussion and action by the committee are:

- 1) To approve the budget for the financial year.
- 2) To establish and maintain an up to date 3 year financial plan.
- 3) To consider a budget position statement including virement decisions at least termly and to report significant anomalies from the anticipated position to the Governing Body.
- 4) To ensure that the school operates within the Financial Regulations set out in the Academies Financial Handbook.
- 5) To annually review and appoint the independent examiner (Internal Auditor) and the External Accountants, in line with EFA guidelines.

