

VALUE FOR MONEY STATEMENT



PENKETH HIGH SCHOOL



VALUE FOR MONEY STATEMENT

Academy trust name: Penketh Academy Trust

Academy trust company number: 08438991

Year ended 31 August 2014

I accept that as Accounting Officer of Penketh 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 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.

Penketh High School converted to academy status on 1 April 2013 and subsequently achieved our best ever results in 2013. Results in 2014 at A Level saw 100% of our students achieved at least 1 A – Level or equivalent with 90% gaining at least 2 A* - E grades at A – Level or equivalent up 5% on last year.

In 2014, changes to GCSE syllabuses in some subjects and a move to pupils taking their exams at the end of two years of study rather than taking modules, coupled with an end to pupils sitting any given exam more than once has impacted on the national GCSE picture.

At Penketh High School we have had much to celebrate across the school. 82% of our most talented mathematicians achieved an A* or A grade in Additional Mathematics.

An A* - C Pass rate of over 90% was achieved in Art & Design, Dance, Digital Art, Music and Textiles.

An A* - C Pass rate of over 75% was achieved in Business Studies, Computer Science, English Literature, Biology, Chemistry and Physics. 20% of pupils achieved an A* or A in English Language.

65% achieved a good A* - C Pass in English and 57% a good A* - C in Maths. Our headline figure of 5 good passes or more including English & Maths was 46%.



There have been a series of initiatives to further embed good practice across the school. These are set out below and are central to our stated ambition of being an outstanding school:

Whole School Initiative	Core Purpose / Outcome
The Penketh Charter	This Vision Document outlines the school's journey to outstanding
The Red Zone Charter	This document makes explicit the collective actions from all stakeholders to support those pupils making less than expected progress so that they achieve their Gold Progress Target in any given subject.
Four Learning Pathways (4LP)	Penketh High School's Assessment Flight Path that challenges all pupils from their different starting points to make outstanding progress in line with the Gold Progress pathway. Bronze and Silver pathways represent expected and good progress. The Red Zone Pathway highlights pupils that are not making expected progress and require additional support to move to higher pathways at the earliest opportunity.
The Orchard Centre	This provision was opened in September 2014 and is our 'school within a school' providing specialist teaching for disadvantaged pupils to narrow attainment gaps across key micro-populations for pupils in all year groups.
Teaching & Learning Communities (TLCs)	These small staff teams facilitate collaboration in cross-curricular groups to share best practice and evaluate impact of teaching strategies on learning. The TLCs are led by TLS Coaches who support staff placed on formal support programmes to improve their practice.
Assessment Matters: EPS Folders	All pupils in all subjects have an Ensuring Progress & Success Folder so that every grade entered onto our assessment database can be tracked back to a piece of work (summative or formative) completed by a pupil. All Curriculum Areas moderate the folders as part of the half termly Quality Assurance cycle.
4LP – Going for Gold	This is our whole school reward programme that focuses on the progress pupils make. Bronze, Silver and Gold Badges are awarded for the number of 4LP Postcards collected. Pupils can also receive a 4LP+ Principal's Award for outstanding progress and those on track to exceed their Gold Target grade can be nominated to join 5LP club.
Learning Walks	This is an extensive programme of Learning Walks (LWs), led by either a practising Additional OFSTED Inspector, a Senior Leader of Education (SLE) from one of two local Teaching Schools or a Senior Leader from the school. Since September 2013, for every academic year, the Core Curriculum Areas have two LWs and all remaining Curriculum Areas have at least one LW. These LWs are developmental and provide action points for all Curriculum Areas to improve outcomes for all our pupils.
Drop Everything And Read D.E.A.R	This is a literacy programme to improve the reading ages of all pupils in Year 7 and Year 8. It provides over 4 hours of dedicated silent reading for pupils across the week and all resources are linked to the pupil's actual reading age (ARA). This Accelerated Reading Programme is designed to match a pupil's ARA with their chronological age by the end of Year 8.



I continue to use the Pupil Premium and Year 7 Catch-up Premium funding to complement our whole school strategy and provide additional, targeted tuition and learning resources for specific pupils. Further details are available from our website.

I also continue to review and manage non-teaching related costs in order to re-invest as much as possible in a high-quality learning environment for our pupils.

Through effective teamwork involving governors, senior leaders and business support staff I continue to review the services provided by the local authority and market tested those offering the greatest potential for savings and/or service improvements. This year I have opted not to renew staff absence insurance as it proved not be cost effective.

We continue to share good practice and support joint procurement with those primary schools in our cluster primary school arrangement with the School Direct programme going from strength to strength. This year has also seen the approval of Teaching School Alliance designation which has enabled the cluster to further embrace good practice.

During the coming year I will continue to drive attainment and progress whilst making the best possible use of our resources. Areas of focus that have been established this year and upon which the school will now build include:

- Embedding teaching and learning initiatives and ensuring increased rates of pupil progress through improved formative assessment and homework strategies.
- Furthering improved attendance and punctuality across the school.
- Continuing to improve attitudes to learning across the school with behaviour that supports an aspirational school community.
- Developing the school's 6th form so that it provides suitable pathways to higher education, training and employment for at least 50% of our own Year 11 pupils and a rising number of external entrants year on year.
- Improving parental engagement through innovative use of digital media.



- Increasing income generation through fundraising and external business and community support.
- On-going development of financial management and governance arrangements.

Signed: 

Ben Dunne
Penketh Academy Trust Accounting Officer

Date: 21st December 2014