

## Value for Money Statement

**Bright Tribe Trust**

**Company Number 08144578**

**Year Ended 31<sup>st</sup> August 2014**

I accept that as Accounting Officer of the Bright Tribe 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 refers to educational and wider social outcomes achieved in return for the taxpayers 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 year.

The academy trust is committed to:

### 1. Raising student attainment

**The Whitehaven Academy**

**Attainment and standards**

Since The Whitehaven Academy converted to academy status as part of Bright Tribe Trust on 1st January 2014, we have been working hard with the school to bring about a significant number of improvements.

Overall attainment has risen and we have seen improvements against almost all progress and attainment indicators during this time.

	5 A*-C E&M		English A*-C		Maths A*-C	
	2014	2013	2014	2013	2014	2013
<b>Overall</b>	<b>50%</b>	43%	<b>60%</b>	53%	<b>61%</b>	56%
<b>Expected progress made</b>			<b>64%</b>	49%	<b>55%</b>	51%

A new Interim Principal has been in place from April 2014 and we have recently recruited for a permanent Principal from Easter 2015.

A full re-structure of leadership and management has taken place to ensure roles and responsibilities are in line with the academy's priorities. This has reduced the previous eight layers of leadership and management to a much more efficient/effective structure with clear roles and responsibilities which are matched to the academy's priorities.



We have also put in place additional SLT resource to support us in the work we are doing to re-develop the curriculum offer across the academy and to ensure support and intervention is provided to English and mathematics departments to improve outcomes, particularly for year 11 students.

SLT meetings have been re-shaped to ensure they are more effective to deliver against academy priorities and significant changes have been made to teaching staff and additional adults in the academy.

The academy acting principal has worked with our regional director to put in place plans which are clearly focussed on what needs to be done to raise standards. We have put in place new assessment routines, monitoring and review cycles and target setting approaches have been agreed and implemented.

We have carried out a full review, including recommendations of the academy's approach to SEND, taking into account changes to statutory duties.

A proactive School Improvement Group has been established and from a starting point of highly unionised none participation in lesson observations, a cultural shift has been achieved with teachers now being open to peer to peer observations and sharing of best practice. Bright Tribe's whole-school design and the theories of action are being developed through SLT/Teaching a Learning Group.

A new uniform, including blazers for all and team competitive kits has been consulted upon, agreed and implemented with no dissenting elements.

CPD, including an Outstanding Teacher Programme and Leadership Development Programme has started.

**Curriculum model for The Whitehaven Academy**

The curriculum offer for September 2014 is much improved, meeting the needs of each individual, with a clear focus on Bright Tribe priorities, personalisation and skills development as well and achievement in key subject areas.

From September 2015, a brand new curriculum offer will be in place across the academy. We have established strong partnerships with local and sub-regional employers and providers to be able to offer a curriculum which includes specialisms and a mix of academic, vocational and personal development opportunities from Years 7 to 13.

The academy's website has been re-designed/re-branded to ensure it meets with statutory requirements eTribe, Bright Tribe's bespoke key communications/resource management collaborative portal has been implemented with pupil and staff steering groups established

All pupils in the 6<sup>th</sup> form are provided with an iPad/laptop to support learning from September 2014

**Werneth Primary School**

**Attainment and standards**

Werneth Primary School in Oldham became part of Bright Tribe on 1<sup>st</sup> February 2014. Our aim is to create an environment where all our young people can Learn, Grow and Prosper.

	Level 4+		Level 5+		Level 6	
	2014	2013	2014	2013	2014	2013
<b>Reading</b>	<b>81%</b>	76%	<b>37%</b>	28%	-	-



	Level 4+		Level 5+		Level 6	
	2014	2013	2014	2013	2014	2013
<b>Writing</b>	<b>77%</b>	73%	<b>17%</b>	13%	<b>1.4%</b>	-
<b>Maths</b>	<b>80%</b>	81%	<b>28%</b>	24%	<b>4%</b>	3%
<b>Combined L4 +</b>	<b>71%</b>	62%				

We appointed a new Principal from September 2014, the academy having been without a headteacher for the previous 2 years. We are currently also appointing a Vice Principal with effect from Easter 2015.

A full re-structure of the Senior Leadership Team has been carried out, which has clearly focussed roles and responsibilities around the academy's priorities. Following conversion we have also significantly improved the quality of teaching through performance management and recruitment. We have implemented our Leadership Development Programme which has 6 candidates, all working on projects that are clearly focussed on the academy's priorities.

The SEND provision in the academy has been reviewed, the outcome of this is that the current provision is not considered appropriate in ensuring all children make the good progress. A full re-structure of SEND is planned for January 2015.

We have worked with academy leaders and teachers to establish clear processes of accountability, including assessment cycles, progress meetings and more focussed Professional Development Meetings. Moderation of assessment and pupils work is now more robust and accurate. All staff have also been trained in the implementation of Bright Tribes Theories of Action.

Due to our work in tackling absence and ensuring systems are used correctly in the academy, short and long term absence has decreased. A review of Occupational Health provision has been completed to ensure the best quality medical advice is given regarding absence referrals. Some staff given informal support plans and one person placed into formal capability process in order to improve performance and quality of teaching.

### **Curriculum and enrichment**

We have introduced trained staff and implemented a new creative, enquiry and skills based curriculum that is engaging and pupil-led, ensuring progression for all pupils and groups of pupils. Our Bright Tribe curriculum provides outcomes that are relevant to the pupils and ensures they are KS3 ready by ensuring real life experiences are built in to ensure a relevant and engaging curriculum

From September 2015, we have introduced the Assertive Mentoring system which is a whole academy approach to raising standards which has been adopted by all teachers and additional adults.

Commando Joe's programme implemented in Year 6, focussing on developing positive attitudes to learning and engaging hard to reach boys. Achieved big impact and is now being implemented in Years 4 and 5 in preparation for transition. Commando Joe's also run the breakfast club and wake and shake sessions involving parents



## 2. Financial Governance

The board of directors have agreed a scheme of delegation which provides clear remits and accountability at all levels across the trust. Governance is strong and includes a range of professionals who provide challenge and ensure compliance with the provisions of the funding agreement.

The Finance and General Purposes Committee assists the decision making of the trust board, by enabling more detailed consideration to be given to the best means of fulfilling the board's responsibility to ensure sound management of the academy trust's finances and resources.

The Audit Committee undertake any activities as necessary to provide assurance to the academy trust on the adequacy and effectiveness of the trust's systems of internal control and its arrangements for risk management, control and governance processes.

The board of directors receives regular monitoring reports and management accounts and also approves the annual budget. The board of directors also receive and approve the Annual Accounts and the External Auditors Management Report.

## 3. Financial Performance

The academy trust strives to focus on value for money and understands the value of assets and how they can be used to increase students' rate of progress. Staffing costs, being the largest area of spending, are reviewed regularly and a major restructuring exercise is currently being undertaken so the academy trust can better meet the needs of the students and the challenges ahead for the academy trust. The academy trust also adopts a rigorous cost allocation and associated pricing review of external income across the trust, identifying additional and sustainable revenue streams for the trust where possible, maximising the investment at each academy.

Contracts have been reviewed and, where better value or service could be achieved, contracts have been awarded to alternative providers.

The academy trust promotes fair competition through quotations and tenders (where necessary) in accordance with its Financial Regulations, to ensure that goods and services are secured in the most economic, efficient and effective way. The trust also collaborates with other academy trusts, single academies and other education providers to widen shared activity and procurement, ensuring value for money for the academy trust.

Staff with budget responsibility, regardless of the amounts, are supported and encouraged to achieve value for money from the finance team. A Finance Policy has been agreed which clearly outlines ways to ensure the integrity of public funds and how they can be maintained by following the principles of probity, accountability and fairness.

**J Smith**

**Academy Trust Accounting Officer**

Date: 22 December 2014

