

Value for Money Statement

Academy trust name: TBAP TRUST

Academy trust company number: 8425513

Year ended 31 August 2014

I accept that as accounting officer of TBAP 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.

Improving educational results:

The TBAP Trust delivers outstanding outcomes for extremely challenging learners. Using a personalised curriculum, expert practitioners and therapeutic interventions learners make staggering progress. As a multi-academy trust and academy sponsor, we have established some of the first AP Academies in the country including the outstanding Bridge AP Academy. We support learners in mainstream schools via expert outreach teams. The TBAP trust is working to the following strategic objectives:

Objective 1

"To establish a network of outstanding cross-phase alternative provision academies that are world leaders in achieving the best possible outcomes for young people using the highest quality leadership, teaching and support in 21st century learning environments."

Objective 2

"To develop transferable leadership, delivery and infrastructure models for the delivery of learning in Alternative Provision that might also be appropriate for use in Secure Colleges and other organisations."

Objective 3

"To generate income through the trading of services such as knowledge, resources, training, support and expertise to other schools and organisations."

Our overarching aim is to achieve reintegration back into school, further education or employment. For some this might mean a short stay at a TBAP Trust AP Academy, whilst for others it might mean a longer-term involvement throughout their primary or secondary schooling. We aim to provide a broadly balanced curriculum relevant to individual need. Where appropriate our curriculum mirrors learners' mainstream experiences and promotes continuity and progression in learning, emotional and social development. Learners are taught in small group settings with a high level of individual support.

Our aims are articulated in the Tri borough Alternative Provision (TBAP) vision statement which contains four key priority areas:

Priority 1- Achievement Using high quality and robust data to provide interventions that narrow the gap, deliver reintegration, raise achievement and aspirations and support all learners through a personalised curriculum which offers an entitlement of a minimum of 5 GCSEs or equivalent in the secondary phase.

Priority 2 - Teaching Delivering outstanding academic, social and emotional learning which enables learners to become successful and thoughtful lifelong learners who are respectful of alternative viewpoints and ideas.

Priority 3 - Behaviour and Safety Ensuring safe and stimulating learning environments across TBAP and using robust systems of behaviour and pastoral support to deliver effective well being for all.

Priority 4 - Leadership and Management Building and supporting the capacity to raise standards of care, support and learning by developing and sharing the skills, knowledge and experience of all staff

Outcomes to date have been significant and the following quotes from our Ofsted inspection illustrate this:

“Learners are enabled to transform their attitudes to learning and show outstanding achievement.” **Ofsted 2013**

“The executive headteacher and the head of school both provide inspirational and visionary leadership that has brought The Bridge to national prominence.” **Ofsted 2013**

“The expertise and commitment of members of the Board, coupled with their detailed grasp of what is happening within the academy, enables them to support it extremely effectively and to ensure that this leads to outcomes of the very highest order.” **Ofsted 2013**

Targeted improvement: We have made a number of changes to our staffing structure over the year as the Bridge AP Academy is now also a Teaching School, with particular reference to building leadership capacity as we grow to support more schools. We have recruited to a number of positions that now work across our trust delivering subjects at different sites. These include MfL, Drama, Enterprise and Therapeutic Services.

Focus on individual pupils: Our curriculum and delivery is personalised at every level. We enable our learners to make maximum progress with a number of specialised and targeted interventions. As the Trust grows we are able to deliver these interventions at an increased level and in more targeted ways.

Collaboration: We have worked closely with Goldsmiths University to develop our ITT programme and continue to collaborate with a large number of partners including mainstream schools to deliver the best Alternative Provision in the country.

New initiatives: We have reviewed our budget to accommodate the following initiatives:

- Sponsorship of failing PRU's
- Delivery of the GLA mayors fund MFL project
- Introduction of TBAP MfL, Drama, Enterprise and Therapeutic Services

Quantifying improvements:

We maintain detailed and comprehensive analysis of the following data sets for all of our AP academies:

- %A-G GCSE's

- APS
- % national accreditation
- %Attendance
- KS3 levels of progress
- Reintegration rates
- Behaviour and Attitudes to learning data (measured 6 times a year)
- Pupil attitudes to Self and School (PASS)
- Staff Surveys
- Parent Surveys
- Exclusions
- NEETS
- Quality of teaching

Financial Governance

Our governance arrangements include regular monitoring by the Board of Directors and its committees including the Finance, Premises and Human Resources Committee and Audit Committee. These Committees meet three times per year and on each occasion receive financial management reports and ask relevant questions as detailed in the minutes.

The work of the Committees is further informed by the work of 3BM (School Support Providers) to carry out probity audit on termly basis. Also the school's accountants to undertake six monthly visits on his behalf. The school Auditors will test the school's value for money and tendering routines. 3BM reports back to the Audit Committee and full Board after every visit.

Cost effective purchasing

Examples of steps taken to ensure value for money when purchasing include:

- Considering different suppliers, even for small purchases, both online and through catalogues
- Working with other local schools to share knowledge about experience of best value together with good quality and reliability.
- Considering whether the purchase is really necessary, or would be just 'nice to have'
- Always tendering for major purchases and contracts e.g.: significant building works, major equipment such as printers and IT equipment.
- The school's policy on 'Quotations and Tenders' as per its Procurement Policy state that:
 - *Expenditure likely to exceed £1,000 should only be committed after an estimate, in writing, has been obtained. In the first instance a supplier should be chosen from the list of approved suppliers maintained by the Admin Office.*
 - *At least three written quotations should be obtained for all orders between £10,000 and £19,999 to identify the best source of the goods/services. Written details of quotations obtained should be prepared and retained by budget holders for audit purposes. Telephone quotes are acceptable if these are evidenced and faxed confirmation of quotes has been received before a purchase decision is made.*
 - *Goods/services ordered with a value over £20,000, or for a series of contracts which in total exceed £20,000 must be subject to formal tendering procedures. Competitive tendering can be considered below this figure, in the interests of best value.*

Income generation

Examples of steps taken to maximise income include:

- Continuing to generate income from letting out the school premises to Fulham Football Club.
- Introducing charging for visiting schools and organisations.

- Income generated from public speaking and consultancy support delivered by the Executive Headteacher.
- Sale of school merchandise on school website.

Reviewing controls and managing risks

Monthly Budget Monitoring reports are prepared by the Head of Business Development and Operations and are reviewed by the Executive Headteacher and budget holders to ensure that spending is within budget. The reports are also reviewed by the Finance, Premises and Human Resources Committee and Full Board on termly basis.

Risks concerned with overspending are covered in the School’s Risk Register. From time to time professional advice (e.g. legal, HR, financial) is sought so as to mitigate (financial) risk.

Staffing

Staffing is the largest budget expenditure for the school; therefore the staffing structure is closely reviewed at all times. The timetable is considered very closely and any opportunities to minimise excess staffing are explored and frequently implemented to obtain any valuable savings.

Signed: 

Name:Seamus Oates.....

Academy Trust Accounting Officer

Date:19th December 2014.....