



# Mossbourne Community Academy

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Principal: Peter Hughes

## Value for Money Statement

**Academy trust name: The Mossbourne Federation**

**Academy trust company number: 4468267 (England & Wales)**

**Year ended 31 August 2014**

I accept that as accounting officer of the Mossbourne Federation Limited 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.

The Mossbourne Federation Limited currently has two schools: Mossbourne Community Academy and Mossbourne Victoria Park Academy. However, the latter did not commence until the year ended 31 August 2014 had ceased and so this value for money statement is a reflection of the year for the Federation's other school, Mossbourne Community Academy (the Academy).

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.

### **1. Raising the standard of educational achievement of all pupils.**

The progress of Mossbourne Community Academy pupils is consistently outstanding and clearly demonstrated by the high grades recorded in the 2014 GCSE and A level results. The school is regarded as one of the country's leading academies. Our students continue to make rapid progress throughout their educational journey at the Academy. The exceptional results recorded over the years place the academy in the top 1% of schools nationally, and Ofsted in its latest inspection described the Academy as 'outstanding' and within that category, 'exceptional'. The Academy continues to be oversubscribed as a result of achieving outstanding GCSE and A level results.

The Academy closely tracks the performance of every pupil. When underperformance is noted, appropriate intervention is quickly put in place to rapidly turn-around a pupils' progress, and ultimately their final attainment grades. Attendance is noticeably above

### GCSE and A2 Results Highlights:

- 91% of students achieved grades A\*-C in Mathematics compared to the national average of 62.4%.
- 92% of students achieved grades A\*-C in English Language compared to the national average of 61.7%.
- 89% of students achieved the national benchmark of 5A\*-C including English language and mathematics, which was above Academy predictions of 87%.
- 84% of Mossbourne students were entered for 3 separate science GCSEs in Biology, Chemistry, and Physics, compared to only 20% nationally.
- 82% of Mossbourne students achieved A\*-C in a modern foreign language. This is significantly higher than national average for schools at 61%.
- 100% of students scored passes or higher in BTEC Business, BTEC Health and Social Care, BTEC Applied Science and BTEC Sport.
- Significant improvements in 2014 A2 results compared to 2013. The number students awarded places at Oxford University rose from 2 to 3 to study Philosophy Politics and Economics (Baliol), English (St. Anne's) and Spanish & History (St Hugh's). 2 students progressed to study in the USA including one student on a scholarship.
- In total 118 students progressed to university, 51 of whom will be studying at Russell Group universities. 16 students will be entering employment or training.
- Mossbourne Community Academy ranked in the top 1% nationally for Value-added in 2014.

## **2. Consistently challenging and reviewing curriculum effectiveness through innovative approaches**

The Academy features an extended and personalised curriculum that is varied to ensure pupils access a broad, balanced and coherent curriculum. In order to sustain a trajectory of improvement across the board, significant funding is invested in developing and training teachers. There is a high emphasis on one to one and small group tutoring to ensure basic skills are embedded early. In addition to this, the Academy day has been altered to accommodate 'Prep' sessions, where students are able to work on their homework, prepare for upcoming lessons and receive extra tuition where it is needed.

The effectiveness of the curriculum is continually monitored through internal and external performance of pupils and a detailed system of lesson observations. Systematic lesson observations also ensure that both the teacher and the pupils are interacting at levels that support optimum teaching and learning, particularly for vulnerable pupils.

Over four hundred lesson observations are carried out by senior and middle leaders with 98% of lessons regarded good and outstanding.

In addition to this, the emphasis on differentiated teaching and resourcing is designed to ensure that every pupil is extended to the best of their abilities and that they overcome any barriers to learning. The Academy also has strong collaborative links with Teaching Leaders and other Higher Educational Colleges and Universities in and around London which help to support development of its middle and senior leaders. These interventions ensure that the Academy remains a fore runner in providing a challenging curriculum that engages its pupils.

The Academy continues to invest in developing and training its teachers. Over 160 individual training sessions were undertaken by staff including child protection, curriculum development and assessment moderation and standardisation to improve productivity and support the delivery of improved educational results as evidenced in the latest GCSE and A Level results highlighted above.

### **3. Governance and oversight of academy finances**

The Mossbourne Federation Trust ensures its members and trustees have a full understanding of the governance arrangements and an effective committee structure is in place to facilitate the discharge of their responsibilities.

#### **Oversight Functions**

The Trust has appointed a Responsible Officer ('RO') to provide an internal audit function. As part of the RO's responsibilities, termly checks of the Academy financial systems, ordering systems and schemes of delegation are carried out. The RO reports back to the Trustees on robustness of the systems of control, segregation of duties, maintenance of accurate financial records and systems for recognising managing and tracking opportunities and risks. These reports coupled with feedback from the respective committees ensure that Trustees have adequate oversight of the Academy financial resources, probity in the use of its assets and ultimately its solvency.

#### **Challenging Decision Making on Spending**

The Local and Central Governing Bodies through its respective Finance, Pay and Personnel Committees review the academy's budget performance report as presented to it by the Director of Central Services. The report includes an executive summary combined with an overview of key changes since the last report. It also features the academy's income and expenditure report to date and a projected year-end position against budget, reconciled bank statements and trial balance. The report also brings to light any areas of significant over or underspend for which explanations are provided to the committee. The

timeliness of this information is also critical to ensuring that governors can challenge academy's spending decisions effectively and offer strategic advice where relevant. Through these processes, each Local Governing Body is able to challenge the effectiveness of spending and ensure that the financial resources of the school are managed effectively.

#### **4. Demonstrating good value for money**

The focus of the Mossbourne Federation's central finance team is on ensuring the propriety and regularity of all its financial transactions. The team adopts a proactive rather than reactive approach to budget management. At all times, efforts are directed towards obtaining the academy's requirements in the correct quality, quantity and at the best possible price. Also, improved financial management systems in place at the Academy has meant that cost savings resulting from bulk purchasing, optimised employee costs, efficient management of premises and better negotiations for contracts are reinvested in enhancing teaching and learning at the academy.

- **Better purchasing systems**

Budget holders now have greater control over their budgets as they can electronically view budget allocations, spend to date, commitments and available balances. Support is available from the finance team on obtaining quotes in line with purchasing thresholds and also to facilitate negotiations with approved suppliers. On the whole, the Academy benefits from obtaining quality products at very competitive prices and excellent after sales services.

- **Benchmarking**

The Academy embraces a culture of challenge, compare and compete, which involves discussing and exchanging information with other Academies within the borough to ensure best value procurement wherever possible. Examples include joint negotiations with the local authority on traded services. This collaborative approach drives up the standards through the sharing of best practices and maximising available resources and technology to drive efficiency.

- **Economies of scale**

The Academy regularly utilise opportunities for bulk purchase and collaborates with other schools within its locality in purchasing ICT equipment's, providing catering solutions thereby helping to achieve cost effectiveness and value for money.

#### **5. Maximising income generation**

The Academy continues to explore every opportunity to generate income. One of the key sources of income is the renowned Leadership Training Day wherein participants are offered an opportunity to witness exceptional practice in the day to day running of an outstanding Academy. Aspiring senior leaders from other institutions learn and take with them high quality advice and ideas on implementing systems that deliver exceptional outcomes for all pupils. These incomes are by no means significant, but the proceeds are beneficial, again for the purposes of further developing the standards of education delivery in the Academy.

**6. Review of controls and risk management**

The Trustees of The Mossbourne Federation continue to review and assess the major risks facing the academy especially those relating to teaching, facilities, operations and financial control. Systems of control implemented are regularly reviewed for relevance and where appropriate, persistent risks are duly insured by the academy's insurance policy cover.

Signed:  .....

Name: P. HUGHES .....

**Academy Trust Accounting Officer**

Date: 28/12/14 .....