

## **Value for Money Statement**

### **Outwood Grange Academies Trust**

**Company number 6995649**

**Year ended 31 August 2013**

I accept that as Accounting Officer of Outwood Grange Academies Trust ("OGAT") 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.

#### **Strategy**

The vision for OGAT is to put 'Students First' and achieve world class status. This applies to all aspects of the organisation and at every level. The academies place students at the centre of everything they do, with a focus on maintaining a culture of success, a positive climate for learning and student attainment, achievement and social and emotional development. In raising standards for its own students the Trust contributes to the raising of educational standards and achievement generally across the communities we serve through the mutual sharing of knowledge, expertise and resources across the education, business, industry and voluntary sectors in the wider regional, national and global context.

The whole purpose of schools is that children come first and everything that is done must reflect this single goal. The Trust's mantra is an all-encompassing 'Students First'. It is an absolute priority that every student, irrespective of their starting point, succeeds and achieves. In order to do this, a high quality educational experience is an entitlement for every student at the academies, with all parties – students, staff, parents/carers and the wider community working together to achieve these goals for young people. Students with special needs are fully included and benefit from the focus on personalised learning and individual plans.

The Trust Board's whole purpose is to raise standards for all students by sustaining and enhancing performance and to develop the whole child, whilst at the same time engaging and

### **Strategy (continued)**

collaborating with other schools to help improve the life chances of all young people, locally, nationally and globally.

### **Actions**

Value for Money depends on managing inputs, processes and outputs to achieve the best possible outcomes. Appendix I sets out in diagrammatic form how this works for a school. As can be seen, Value for Money is not about reducing cost per se; rather it is about the chain of inputs and processes which lead to good outcomes for our students and a positive impact on their communities.

### *Process*

In relation to the process of teaching and achieving good outcomes for students, OGAT uses a model developed over several years. This has been shown to achieve excellent results, as demonstrated in the section Improvement in Educational Results below. The model is constantly being refined and updated. One of the benefits of being a Multi Academy Trust is the ability to draw on a wide pool of teachers to enhance best practice.

### *Teaching Costs*

The largest single element of cost is the payroll cost of teaching and educational support staff. OGAT uses a curriculum-led planning model to optimise the numbers of such staff required in each academy. The national average teaching staff cost as a percentage of total cost per student is about 68%: for OGAT the average is closer to 60%.

### *Non-pay costs*

OGAT has invested heavily over the last year in senior support staff and IT infrastructure. This has been done to ensure its back-office systems fully support its teaching operations in a cost-effective way and will scale seamlessly as OGAT continues to grow. The intention is to move to web-based solutions for most processes. At the same time a review of the principal items of overhead expenditure is being conducted with the help of external consultants. Significant savings are expected to be achieved over the next few years.

### Improvement in Educational Results

For the third consecutive year GCSE results were the best ever for each of the Academies in OGAT. A summary of this year's results is set out below, together with comparative figures for 2012:

Academy	5+ A*-Cs including English & Maths		5+A*-Cs All subjects	
	2013	2012	2013	2012
Outwood Grange Academy	84%	83%	100%	100%
Outwood Academy Adwick	60%	56%	98%	98%
Outwood Academy Brumby*	61%	33%	96%	80%
Outwood Academy Portland	75%	57%	100%	95%
Outwood Academy Ripon	71%	65%	98%	95%
Outwood Academy Valley	78%	66%	98%	97%

\* Outwood Academy Brumby became part of OGAT on 1 April 2013

To put these results into context, the national averages for all state-funded secondary schools are as follows:

National	5+ A*-Cs including English & Maths		5+A*-Cs All subjects	
	2013	2012	2013	2012
National Average	60%	59%	83%	83%

**Improvement in Educational Results (continued)**

During the year OGAT took on two primary Academies. The percentages of pupils achieving level 4 or above at Key Stage 2 results for the 2012/13 academic year are summarised as follows:

Primary Academy	English		Maths	
	2013	2012	2013	2012
Outwood Primary Academy Kirkhamgate	82%	92%	91%	84%
Outwood Primary Academy Ledger Lane	97%	81%	94%	79%

Similarly, the national averages for all state funded primary schools are given below:

National	English		Maths	
	2013	2012	2013	2012
National Average	86%	87%	85%	84%

**Conclusion and Lessons Learned**

OGAT does not seek to be big for the sake of it. It does, however, wish to benefit as many students as possible but only on the basis that they are provided with a high-quality educational experience. The limiting factor is the availability of suitable senior staff trained in the OGAT methodologies.

There is still plenty of room for improvement, both in the classroom and in the management of back-office costs.

There is also improvement to be made in our take-on processes for new academies. At present taking on a new academy requires significant up-front input from senior staff. Lessons are being learned as to how to do this more efficiently for the future.

Signed:



Michael Wilkins

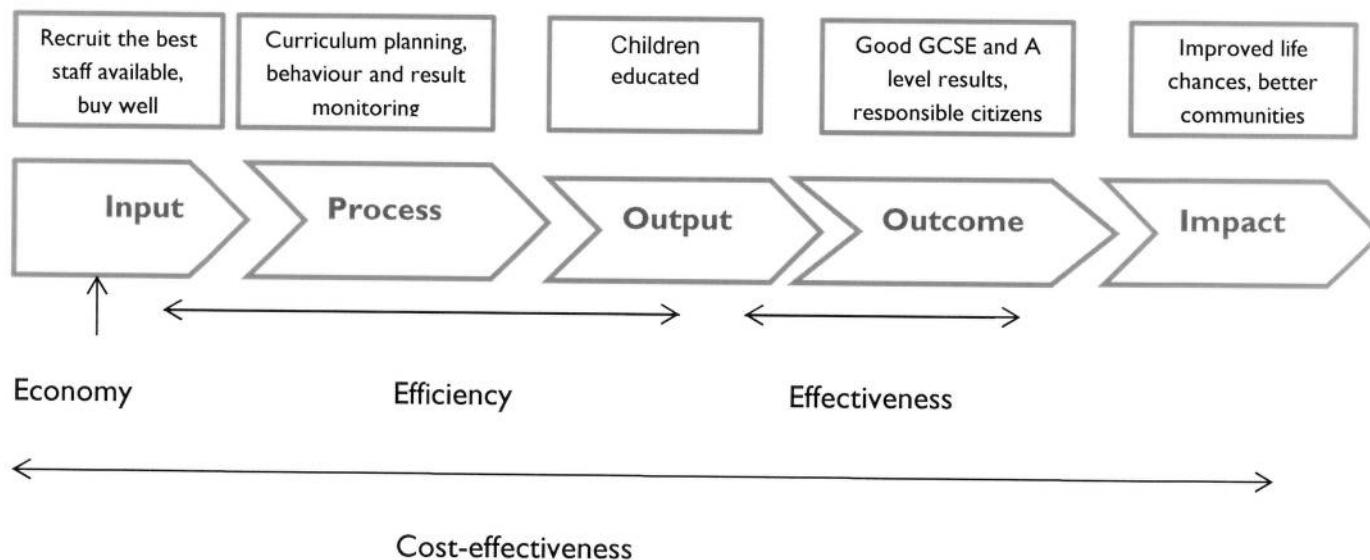
Accounting Officer

Date:

## Appendix I What is Value for Money?

Value for money is about achieving the best possible educational and wider societal outcomes through the economic, efficient and effective use of all the resources in our charge. Together, economy, efficiency and effectiveness are often known as the 3Es.

How this works in practice is demonstrated in the diagram below:



- **Economy** Are we buying inputs of the appropriate quality at the right price? (Inputs are things such as staff, education materials, overheads, buildings and IT equipment used to produce outputs)
- **Efficiency:** How well do we convert inputs into outputs? (Outputs are results delivered by us to our students. We exercise strong control over the quality and quantity of outputs)
- **Effectiveness:** How well are the outputs achieving the desired outcomes on children's education and life chances?
- **Cost-effectiveness:** How much impact on children's education and future life chances do our education processes achieve relative to the inputs that we invest in it?
- **Results:** The 3Es framework shows that Value for Money is not just about cutting costs. It is also about how our processes turn inputs into outcomes. We focus on being crystal clear what outputs and outcomes we should realistically expect from our activities. These results are not just short-term tangibles in terms of GCSE and A level results but also longer-term sustainable benefits for the communities in which we operate.