

Value for Money Statement

Organisation name: Townley Grammar School

Company number: 7844587

Year ended 31 August 2014

I accept that as accounting officer of Townley Grammar School 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 publication of Raise on Line reinforces our own analysis which places this years performance as the best yet with targets met and exceeded. There is a substantial improvement in English in 2014 with both progress and attainment now more in line with expectation. Progress levels are well above the national average and the Value Added now places the school in the top 20% of performance

All key subjects and the Best 8 are Sig+ in RAISE 2014

Performance across KS4 and KS5 shows a "step-up" in 2014 – the impact of greater accountability operating through the system is beginning to have a lasting impact.

AS results in 2014 are much improved and bode well for A2 outcomes in 2015

Subject reviews are now embedded within the working practice of the school and are working well. Key departments were scrutinised at a strategic level reporting to the Governing Body in 2013 - 2014

Governors are now much more involved in the QA procedures associated with Quality Assurance and holding the school to account for progress and attainment. Governance has been strengthened. Information now flowing through is much more detailed and appropriate in enabling them to fulfil their statutory duties.

Teaching and Learning

The judgement of teaching is now largely based on the progress being made across the school by pupils. The quality of teaching continues to improve and now incorporates as a key facet the progress over time of students in each class. No inadequate teaching is currently evident.

Academic tutors have continued to be employed to work with students below target, particularly to close any gaps between pupil premium students and their peers. Additionally, "Purple Groups" were formed to give targeted support in English, Maths and Science to students in Year 11. Special Study Days for Year 11 proved highly effective and were extended to include parents which proved extremely popular. The SLG has become further established and a School Improvement Team, formed from it, are conducting Cluster and subject reviews in conjunction with Governors. Greater levels of accountability now permeate the system and the impact of this can readily be seen in the outcomes for 2014

Outcomes overall have improved in 2014 and levels of progress and value added at KS5 and KS4 have improved. Teaching is also improving and becoming more challenging to the most able.

Focus on Individual pupils

Electronic class seating plans are produced to provide teachers with accurate information on individual students within their class and allow them to effectively plan and differentiate teaching. Groups and individuals are targeted through regular progress checks for additional or alternative support. Some students are following a reduced curriculum at Key Stage 4 as a result. Others in Year 11 English have been moved to a "Purple Group" for one to one support. Student Services team works with individual students, school counsellor and outside agencies to provide specialist support where required.

Collaboration

The Trust has established productive links with outside providers that are benefiting students. Contender Charlie

works with Year 11 and Sixth Form students on developing leadership skills. An Oxbridge Mentoring Scheme supports students aspiring to Oxbridge and the school has established an Oxbridge Consortium with neighbouring Grammars to better support and guide students aspiring to Oxbridge. Other organisations provide focused Careers support with guidance for option choices in Year 9, university talks for sixth form and careers fairs. These and other links provide cost effective and specialist resources.

New Initiatives

The Trust has continued to review staffing to ensure effective developed of teachers and robust support mechanisms. Training takes a high priority with regular teaching workshops and the development of the Outstanding Teacher Programme. Associate staff too have been reinforced and structured to best meet the ongoing needs of the school. A staff Welfare Group has been formed to further improve the wellbeing of Academic an Associate staff with specialist support brought in from a trained consultant.

The new building has continued and is on track for completion in March 2015. it will provide additional specialist computing rooms as well as a new dining facility for students and staff. Successful bids to the DFE have made this possible together with extensive roofing works and updating of the heating facilities in school.

Evidence

GCSE

- 64% of grades were achieved at A*/A at GCSE, substantially above the 2013 figure of 58% and in line with the target set. 26% were achieved at A* again an improvement on the last two years. 75% of students achieved 5 or more A*/A grades.
- Art, Drama, Chemistry, English Language, French, German, Physics and PE still require further improvement.
- 92% of students made 3LOP in English; 96% made 3LOP in Maths
- 68% of students made 4LOP in English; 70% made 4LOP in Maths
- 15 subjects either met or exceeded the school target – a further 9 improved their results from 2013
- 8 subjects require further improvement in the year ahead

AS

- 98% of grades were gained at A-E, slightly up on 2013
- 65% of grades were gained at A-B é
- 20 out of 33 subjects meet or exceeded school targets. Improvement is still required in the remaining subjects
- AS VA [All] in 2014 = +0.28 [Above Average] ALPS Grade = 1.31 Grade 2 [Outstanding]

A2

- 99.84% of A2 grades were achieved at A*-E
- 72% of grades were gained at A*-B
- The most able students at A2 [7.5-8.0] underachieved and remain at ALPS Grade 7 [Less than satisfactory] – this remains an area for further development in the year ahead
- 23 of the 33 subjects taken at A2 met or exceeded school targets. Improvement is still required in the remaining subjects
- Overall Academic VA = +0.11 [Above Average]; A Level VA = +0.13 [Above Average] ALPS Grade = 0.89 Grade 3 [Excellent]

While many subjects have done well and met or exceeded targets, there are some subjects where there remains scope for improvement in the coming year.

The School was ranked in the top 100 nationally for State Schools for A level results by the Telegraph and 25th nationally for a Girls' State School for GCSE results (The Telegraph). The School was also named as the top London School for GCSE results by the Evening Standard.

Destinations for Year 13 from last year remain strong with the vast majority attending the university of their choice. Oxbridge admissions were reduced and this is a target for the coming year.

Admissions have remained strong for Year 7 as have casual admissions with waiting lists in Year 8 (7 on list) and Year 9 (7 on list). Sixth Form admissions were down and this is an area for improvement.

Financial Governance and Oversight

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 the trust's charge.

Name: Mr Desmond Deehan
Academy Trust Accounting Officer

Date: 15 Dec 2014