

Value for Money Statement

Academy trust name: Europa School UK

Academy trust company number: 7649335

Year ended 31 August 2014



I accept that as accounting officer of Europa School UK 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.

Efficient and appropriate use of resources

In September, 2013 the trust added a new Reception group to the existing classes promoted to Year 1, 2 and 3 bringing total pupil provision to 224. The school continued to be oversubscribed, with more than two applications for every place and an extensive continued interest list for all year groups.

Our classrooms are used to their full capacity with two classes of 28 in each year group and we have a very high rate of room occupancy.

At the limit of our capacity, we are then responding to both the general demand for primary places in Oxfordshire and the specific demand for a multi-lingual, multi-cultural school.

The Europa School works closely with the European School of Culham in seeking economies and improvements for the whole site. Shared resources bringing economies of scale include care-taking, cleaning and catering.

Staff deployment is kept under constant review to ensure the best use of our teachers and teaching assistants. To secure the objective of a strong bilingual foundation for our pupils, each class is shared between two teachers, one of each language, supported by teaching assistants also of the appropriate language. Employment of a largely multilingual staff has ensured quick understanding and high competence in meeting the aims of the school and developing appropriate teaching methods. Directed teacher time prioritises classroom presence along with individual and joint preparation.

Throughout the year we employed a part-time teacher to support Mathematics learning, making use of funding from the Numbers Count scheme, which also enabled us to add targeted learning materials.

Educational Results

Our educational results at EYFS and KS1 are typical of those attained in the county, but with Literacy a little below norm and Mathematics a little ahead. The literacy results should be seen in the light of nearly 50% EAL intake and that the test is of English literacy while our pupils spend half the week attaining parallel skills in a second language. The progress

seen in Year 3 literacy (moderated with neighbouring schools) is well ahead of national norms and shows the benefit of bilingual education by this stage.

The year concluded with a double inspection by OFSTED and the European Schools. The Former rating the school as good and praising the rigour of the bilingual approach. The latter resulting in an excellent report and recommendation that the school be accredited as a European School.

Financial oversight

Monthly reconciliations, prepared by the finance manager, are reviewed and signed off by the Principal as Accounting Officer. We have engaged independent accountants who provide both support and an additional level of scrutiny. The Governing Body's Finance and General Purposes sub-committee has profited from accountancy expertise among its members. The committee analyses the accounts on a regular basis both for accuracy and for appropriate use in line with the mission of the school.

Signed:



Name: Peter Ashbourne

Academy Trust Accounting Officer

Date: 20th November, 2014