

# Value for Money Statement

Academy trust name: Europa School UK

Academy trust company number: 7649335

Year ended 31 August 2013



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, 2012 the trust opened three year groups at once, Reception, Year 1 and Year 2. There was a recognised risk in opening the older age groups, given that most parents would have to choose a transfer from an established school setting schools, but against a backdrop of increasing demand for primary places in the area and with a proven demand for our type of school, we were able to start the year full apart from 4 places in Year 2. Since then we have developed significant continued interest lists in all year groups, taking on a new Reception group in September, 2013 and have a full school throughout. 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. An initiative has been pursued by both schools to divert waste disposal from land fill to recycling, targeting particularly food waste to compost. The involvement of pupils in planning and awareness ensures that this is seen also as an educational opportunity.

We have sought and obtained funding to improve the safety and security of pupils through improvements to site-access.

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.

We have made good use of funded schemes that meet the needs of our pupils, profiting from the Phonics match funding last year and planning for the Numbers Count initiative

this coming year. We have also identified a number of services offered by Oxfordshire County Council which correspond well to our requirements. With their support we successfully guided four NQTs through their induction. We have made efficient use of support for SEN from both OCC and the NHS.

## **Educational Results**

Our pupils have done well measured against compulsory testing. 52.6% of our Reception Class achieved met the General Level of Development standard, which compares favourably with the Oxfordshire figure of 47.9%. Within this, the mathematics results were particularly good with our 80.4% success compared with 67.7% for Oxfordshire.

For our Year 2 classes, in KS1 testing, pupils achieving 2B or greater (Maths: 86.8%, Reading: 81.1%, Writing 69.8%) is ahead of both national and Oxfordshire norms, with an excellent 98.1% achieving 2C or above in Mathematics.

Through standardised testing we demonstrated that our pupils made better than the expected rate of progress, in English and Mathematics, with exceptionally good progress in Year 1.

All these results were measured through the medium of English, with Reading and Writing specifically measured only for English, compliant with national norms. They are all the more impressive given that pupils spend half the week studying through another language. The success is therefore complemented by measures in French and German that show an average progress of close to 1 entire level of the European Common Framework.

We have identified some weaker areas and our spending plans take those into account, particularly with improved Mathematics resources and support planned for the coming year to stretch the most able and achieve high rates of progress where pupils have specific weaknesses.

## **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.

The achievements of the Europa School UK during its first academic year were made within our regular budget and allowed us to initiate a reserve of funds for future development and security.

**Signed:** 

**Name:** Peter Ashbourne

**Academy Trust Accounting Officer**

**Date:** 17<sup>th</sup> December, 2013