

Value for Money Statement

Organisation name: CONGLETON PRIMARY ACADEMY TRUST LIMITED

Company number: 9024278

Year ended 31 August 2014

I accept that as accounting officer of CONGLETON PRIMARY ACADEMY TRUST 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.

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.

I have ensured the economic, efficient and effective use of all the resources in my charge to allow those resources to be focussed on achieving good educational outcomes for our students. This includes: the avoidance of waste and extravagance, the prudent and economical administration of the organisation, the maintenance of a system of financial governance, including sound internal controls, keeping up to date financial records, continuous financial monitoring and timely reporting and ensuring all financial transactions represent value for money.

Financial governance and oversight:

The School's governance arrangements include regular monitoring by the Governing Body and its committees. These Committees receive regular reports from Senior Leadership, who are actively and rigorously challenged by the Committee Members.

Financial controls include the Governing Body approving a Scheme of Financial Delegation which clearly sets out the levels of delegated authority and requirements for multiple quotations or tenders.

The Governing Body has appointed a third party individual to carry out termly visits and to provide assurance to the Governors on the school's internal and external financial controls. The Governing Body has also appointed a firm of Accountants to conduct its Audit and review of Financial Statements.

Educational results and outcomes:

From their starting points, the proportions of pupils making expected progress and the proportions exceeding expected progress is good in English and in mathematics at the end of KS2 the vast majority are in line with the national figure.

For pupils for whom pupil premium provides support, the proportions are similar or above the national expectations. For the other pupils in the school they have improved over the past three years. Pupils make good and sustained progress throughout year groups across many subjects including English and mathematics and continue to learn well.

Last year's phonic results placed the school at National Average.

Pupils, including those in Early Years Foundation stage, acquire knowledge well and develop their understanding well in a wide range of different subjects across the curriculum.

The learning of groups of pupils, those who have special educational needs, those for whom the pupil premium provides support and the most able is consistently good.

In Early Years Foundation Stage and both key stages almost all pupils tackle challenging problems with high levels of confidence.

Data analysis and test results confirm that good value is added to the overwhelming majority of pupils from their various starting points by the time they leave school and when they do leave pupils are well prepared academically for their next stage in education,

Governors and trustees challenge staff on achievement and consistently strive for improvement through the wise investment of government funds.

Name: Mrs Sandra Isherwood
Academy Trust Accounting Officer

Date: 02 Mar 2015