



EMMANUEL COLLEGE

VALUE FOR MONEY STATEMENT

Registered company number: 2461391

Year ended 31st August 2014

I accept that as accounting officer of Emmanuel College I am responsible and accountable for ensuring that the College delivers good value in the use of public resources. I am aware of the guide to the value for money statement published by the Education Funding Agency. This includes:

- the economic, efficient and effective use of all resources in my charge;
- the avoidance of wastage and extravagance;
- the prudent and economical administration of the organisation;
- the establishment and maintenance of a system of financial governance, including sound internal spending controls, up-to-date financial records, continuous financial monitoring and timely reporting;
- the securing of value for money in all financial transactions.

I have sought to ensure that the College's resources have provided value for money during the academic year by pursuing the following objectives:

1. The raising of academic attainment

a. 2014 results

2014 GCSE results gave Emmanuel a value-added score of 1036 – representing an improvement between KS2 SATs results and GCSE that is significantly above the national average. 94.8% of students achieved five A*-C grades; when maths and English are included the figure remains one of the highest in the North East at 84.5%. 73% of students achieved ten A*-C grades. 61.7% of students achieved the English Baccalaureate – placing Emmanuel amongst an elite few in the country in regard to performance in this suite of rigorous, traditional subjects.

At A Level 41.5% of all grades were at A or A*, whilst a new high of 100.8 UCAS points per entry was recorded (equivalent to an average grade B across all papers). Performance tables are not yet available for this most recent year, but 2013 results showed Emmanuel to be the twenty fourth most successful comprehensive school in the country at A Level. Again, 2014 results established new Emmanuel records in nearly every measure, including a record eleven students gaining medical or dentistry places at university.

b. Closing the gaps in the attainment of vulnerable student groups

The table below summarises the performance at GCSE of both Pupil Premium and non-Pupil Premium students. For comparison, the Year 7 results of these students are also given, and the corresponding national statistics (where available). The table shows that, whereas children from low-income and other disadvantaged families join us with a substantially lower attainment than other students, considerable progress is made in closing the gap:

- When groups are controlled for prior attainment by using *performance against target* as the comparator, the difference between Pupil Premium and non-Pupil Premium students reduces from almost a quarter of a grade to virtually zero.
- The gap between the two groups' 5A*-C including English and maths scores reduced by 21% from Year 7 to GCSE. The gap between the groups in relation to *expected progress in English* more than halved between Year 7 and GCSE. The gap in relation to *expected progress in mathematics* was low to start with, and it remained low.

	2014 GCSE Cohort								
	Year 7 internal exams			Emmanuel GCSE exams			National GCSE exams		
	PP	Non PP	Diff	PP	Non PP	Diff	PP	Non PP	Diff
Av pts per subject (6pts per grade boundary)	39	42	-3	44	47	-3	-	-	-
Performance against target (+1/-1 represents one grade)	-0.27	-0.50	-0.23	-0.41	-0.37	-0.04	-	-	-
KS2-4 value added score				1045.2	1034.5	+10.7	977.8	1007.9	-30.1
5A*-C inc EN and MA	39%	62%	-23%	83%	85%	-2%	36	62	-26
% English Bacallaureate	-	-	-	34%	66%	-32%	11	28	-17
% making expected progress in EN	32%	51%	-19%	79%	87%	-7%	58%	75%	-17%
% making expected progress in MA	54%	64%	-10%	86%	92%	-6%	48%	71%	-23%

c. Ofsted verdict

When last inspected – in May 2013 – Emmanuel was graded outstanding in every category. Key findings included the following statements:

- Regardless of their starting points, all students make exceptional progress to exceed significantly the national average by the end of Year 11 and in the sixth form.
- Teachers are thorough professionals, eager to improve their performance through sharing good practice and undertaking professional development.
- Behaviour is outstanding... Excellent attitudes to learning create a purposeful working atmosphere in all classrooms.
- Students have been convinced by teachers that the key to success is hard work and they are by no means afraid of this.
- Provision in the sixth form is excellent. Students' achievement and their performance in A level examinations are significantly above national averages and is rising year-on-year.

- Students welcome the many opportunities they have to contribute to the school community and to communities farther afield through charitable fundraising.
- The excellent curriculum is rich in opportunities for students' academic and personal development. It successfully delivers the college's aims of developing responsible young people who see beyond themselves to service in the world about them, while reaching the highest academic standards.
- Outstanding leadership and governance ensure that the college maintains its long-standing high performance. Leaders at all levels show a keen commitment to constantly improving the quality of teaching and outcomes for students.

Emmanuel was subject to an Ofsted monitoring visit (Section 8) on Wednesday 26 November 2014, which confirmed that these judgements continued to apply.

2. Robust governance and oversight of the College's finances

Monitoring of the College's internal controls is carried out by Kinnair & Co (auditors) and gives assurance that controls are in place and carried out in accordance to set policies and procedures.

Financial control is managed by a central resource and comprehensive budgeting and monitoring, together with the production of timely management accounts which are produced and reviewed by the accounting officer and members of the local governing boards. Joint tendering exercised is frequently carried out between the Emmanuel Schools Foundation schools to achieve economies of scale.

All major capital projects and financial costs associated with the College's development plan are approved by the governors.

As a direct result of budget cuts the school week has been shortened and the staffing structure and curriculum has been reviewed with staff being deployed efficiently whilst ensuring that our student's education is not compromised.

Shared Services are used across the foundation schools to ensure value for money is being achieved.

Targets are set to measure financial and other performances and are reviewed by the accounting officer and governors.

Clearly defined purchasing guidelines have been put in place with delegated lines of authority and segregation of duties.

Risks have been identified and managed and are updated on a regular basis.

Contracts are reviewed to ensure we receive value for money whilst ensuring quality and effectiveness. Procurement of IT is managed centrally to ensure the College benefits from bulk purchasing of capital items and software supplies.

The governors and senior staff apply the principals of best value when making decisions about the allocation of resources to best promote the aims and values of the school, targeting resources to best improve standards and the quality of the provision and the use of resources to best support the various educational needs of all pupils.

