

# Value for Money Statement

**Organisation name: Stourport High School & Vith Form Centre**

**Company number: 7633402**

**Year ended 31 August 2014**

I accept that as accounting officer of Stourport High School & Vith Form Centre 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.

The Stourport High School & Vith Form Centre is an 11 to 18 mixed Academy, serving 1271 students in the community of Stourport-on-Severn. The school's motto of 'Carpe Diem' is at the heart of everything we do as we strive to ensure that every student becomes "the best that they can be". In September 2012, Ofsted judged our school as 'Outstanding' in all categories, namely: achievement of students; quality of teaching; behaviour and safety of students; and leadership and management. In August 2014 we celebrated the highest A\* - C GCSE results in the Wyre Forest, despite the significant examination reform nationally. At Post 16 we achieved our highest ever combined points score per entry and continue to be delighted with the fantastic progress made by our students in all key stages.

Our key aim is to provide a caring, disciplined environment where learning can flourish and be enjoyed. We make this a reality by working very hard with parents/carers, students, Governors and teachers to ensure that every student receives the best possible education. We believe strongly in helping our students to not only achieve academic success, but also to become well rounded, responsible and successful individuals. We offer a wealth of additional activities and opportunities that develop our student's creativity, talents and passion for learning.

In 2011 we were awarded status as a 'National Teaching School' in partnership with Haybridge High School which gave us a reputation nationally for outstanding quality teaching, learning and professional development. In 2014 we were awarded 'individual' National Teaching School status; whilst we continue to work in partnership with Haybridge High School we are separately funded and quality assured; we have expanded our teaching school role to become a SCITT. This 'School Centred Initial Teacher Training' Centre has enabled us to work collaboratively with a group of primary and secondary schools to train our own 'outstanding' teachers for the future. This is a significant undertaking however our passion to be outstanding in all aspects drives us to lead the way in creating locally an outstanding and sustainable teaching and leadership career path. We are also very proud to be a high performing school with national leading edge status in Modern Foreign Languages, PE and Sport.

We are privileged to have highly skilled, well qualified and committed staff, who maintain excellent relationships across the school's community. We are an outstanding school, with a passion and commitment to learning.

## Improving Education Results - Objectives, Strategies & Activities

Based on entry data the key objectives for the forthcoming year in line with the recent Department for Education (DfE) changes to examinations and Performance Tables are (all First Entry):

1. 70% 5 A\*-C grades at GCSE;
2. 62% 5 A\*-C at GCSE including English and mathematics;
3. 30% 3 A\* or A grades at GCSE;
4. 75% of students achieve 3 levels of progress in GCSE English;
5. 75% of students achieve 3 levels of progress in GCSE mathematics;
6. 100% pass rate at A2;
7. Attendance is 96.5%;
8. Persistent absence is less than 3.9%.

As part of The Stourport High School & VIth Form Centre's Raising Achievement Plan, very high aspirational targets will be set on a termly basis and reported to Governors through the meeting cycle.

We will focus on improving academic rigour by improving skills associated with depth of study, detail, careful research, critical analysis and examination performance across all subjects. In particular our practical strategies will focus on improving our outcomes in relation to:

- ÿ Marking & presentation of students work (particularly extended writing);
- ÿ Reading, Writing, Communication and Mathematics (RWCM);
- ÿ Examination preparation and practice;
- ÿ Readiness to Learn (R2L) and greater emphasis on monitoring Low Level Disruption;
- ÿ Keeping students safe.

The school will continue to strive to improve the levels of performance of its students at all levels to ensure that students obtain employment or a place in higher education when they leave. The school has a strong and committed staff and Governing Body; they have together secured sustained significant improvement in performance. New challenges facing the school will be the major focus for the next 2 years; they include changes to the curriculum English Baccalaureate, vocational offer, EFA funding changes and supporting the newly opened ContinU Plus Academy (CPA).

### Objectives & Aims

As described, the object of The Stourport High School & VIth Form Centre is set out in the Company's Articles of Association.

The Board of Governors continues to set the Academy's strategic aims through the Raising Achievement Plan. These aims are monitored closely by the Board of Governors by way of the Executive Principal and Senior Leadership Team reports and through the work of the committees.

The aims and objectives for the Academy are derived from the school's mission statement which is 'Be the best you can be'.

Our school's practice consistently reflects the highest aspirations for students and expectations of staff. It ensures that best practice is spread effectively in a drive for continuous improvement. All teachers strive to be outstanding and together with a rich curriculum, which is highly relevant to students' needs, it contributes to consistently outstanding learning and achievement. Other principal aspects of the school's work are good or outstanding. The school's thoughtful and wide ranging promotion of the students' spiritual, moral, social and cultural (SMSC) development enables them to thrive in a supportive, highly cohesive learning community. Consequently, students and groups of students have excellent experiences at school, ensuring that they are very well equipped for the next stage of their education, training or employment.

The key aims of the Academy in the Raising Achievement Plan 2013-2014 are:

#### Achievement

- A1. Continue the improvement of Reading, Writing, Communication and Mathematics so that students have the best possible chances to achieve above FFT D targets.
- A2. Close the gap between Pupil Premium (PP)/Additional Educational Needs (AEN)/Low Ability students and their peers through appropriate whole school and specific interventions i.e. Literacy Learning Centre (LLC), Numeracy Learning Centre (NLC) and EXCL groups.
- A3. Revise the curriculum at Key Stage 3, 4 and 5 so that students success rates are maximised even further based on the curriculum matching their needs.
- A4. Strengthen knowledge, understanding and curriculum development and tracking at KS3 in all subjects so that progress at KS4 and 5 is even better.
- A5. Provide targeted support, Continuing Professional Development (CPD) and monitoring for identified subjects (art, computer studies, drama, science, geography and history) so that students make comparable progress compared to other outstanding subjects.
- A6. We expect every student to make outstanding progress in comparison to national benchmarks and their own prior attainment. In particular:
  - a) Reduced number of unidentified U's at Post 16;
  - b) Maximize grades A\*-C in English and mathematics.

## Quality of Teaching

- T1. Further develop and embed 18/24 levels of progress, starting at KS3 and developing at KS4, using technology to support this, so that teachers, students (individuals and vulnerable groups) and parents/carers can all understand levels of progress and know the next step for improvement.
- T2. Secure increased numbers of 3 and 4 Levels of Progress and above in mathematics and English via One-to-One teaching, the LLC and NLC, RWCM and improved teaching of the examinations element at KS3 and KS4.
- T3. Further embed the collaborative CPD strategy, "Outstanding Progress in Every Lesson" and "A4L for Teachers" supported by the Appraisal process, targeted Coaching, Teaching & Learning Communities and 'Quadrilation' to ensure all lessons are at least good and that increasing numbers regularly achieve outstanding.
- T4. Develop the Gifted and Talented strategy further in KS3 and 4 to raise aspirations, improve student achievement even further and enable the most gifted students to move onto the best universities and careers. Ensure 'stretch and challenge' of all KS5 students.
- T5. Use our role as a Teaching School and as National Support School (NSS) not only to support other schools to become 'Outstanding' but further develop depth and strength in our own teaching and learning provision.

## Behaviour & Safety

- B&S1. Continue to improve parents/carers and students' understanding of what bullying is, to prevent it (particularly online forms) and ensure we communicate more effectively on the steps we take when it does occur.
- B&S2. Collaboratively plan with the PCSO, family link worker and other outside agencies to support the most challenged individuals so that behaviour/attendance improves, this impacts upon achievement and students are happier.
- B&S3. Continue to develop close working links with the new Free School and access when appropriate the CPA provision for our most challenged students.
- B&S4. Establish R2L approach across all aspects of the school in order to develop outstanding relationships and classroom management in all lessons and Academic Tutoring (AcTu) so that students display a thirst for knowledge, a love of learning and low level disruption and challenging behaviour is minimised.
- B&S5. Develop a strategy from Years 7 - 13 to enable students to be even more independent and demonstrate behaviour for learning that is not passive, that is aspirational and that develops higher order thinking and communication.
- B&S6. Attendance in lessons and overall improves so that average attendance is 96.5% and persistent absence levels are reduced to 3.9%.

## Leadership

- L1. Develop leadership capacity so that our work as a National Teaching School and National Support School changes children's lives in other schools but also enables our standards and provision to become even better.
- L2. Continue to make effective use of our newly appointed Data Analyst to further improve data capture and promote drilled down analysis so that key leaders in all subjects can spend more time on tackling underperformance.
- L3. Grow 'consultant' leaders and Specialist Leaders of Education (SLE) so that less successful leaders can be coached and buddied swiftly to impact on standards in our school and support others.
- L4. Continue to provide opportunities for every key leader to attend and complete school based leadership training that enhances their own and others' repertoire and improve standards of self-evaluation and peer support.
- L5. Continue to roll out our 'War Cabinet' approach for all year groups to identify and tackle potential underachievement at an earlier stage and ensure all staff know and understand children's levels of achievement and progress.
- L6. Identify consistent underperformance trends in subject areas and put in place appropriate support mechanisms to address this.

## SMSC

- S1. Review RE provision and remodel the KS4 and 5 provisions alongside SMSC and PSHE (personal, social, health and economic education) so that all students receive an appropriate spiritual input into their curriculum and CPD input reflects this.
- S2. Develop the role of College Leaders further with the Directors of Learning (DoLs) so that College membership is even stronger and healthy competition and rivalry supports the drive for ambition and improvement.
- S3. Continue to develop our reward system, alongside SIMS developments so that SMSC is overtly rewarded and celebrated on a day to day basis.

S4. Develop even further curriculum opportunities that reflect and support our developing mental health and good emotional literacy strategies, including aspects of “self-harming”, dealing with domestic violence and personal relationships.

S5. Implement the findings of the SMSC whole school audit and then check effectiveness through ‘Student Voice’ and lesson observations.

#### Future Developments

The Stourport High School & VIth Form Centre strives to continually improve levels of attainment for all students, equipping them with the qualifications, skills and character to follow their chosen pathway, whether into further and higher education or employment.

The curriculum, the quality of teaching and learning and informed interventions are consistently reviewed to help every child achieve their full potential.

The Academy believes that developing the whole child is critical to improving levels of attainment and in developing broader skills and character that will develop students’ commitment to lifelong learning and enrich their quality of life. To this extent, the Academy strives to provide exceptional behaviour and attendance management support to its students and to offer a broad range of alternative curriculum and extra-curricular activities.

Signed: ME Quinn  
Academy Trust Accounting Officer  
Date: 15/12/14

**Name:** Ms Liz Quinn  
**Academy Trust Accounting Officer**

**Date:** 18 Dec 2014