

Value for Money Statement

Adventure Learning Academy Trust

Company Number 08614382

Year Ended 31st August 2014

I accept that as Accounting Officer of the Adventure Learning Trust 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 refers to educational and wider social outcomes achieved in return for the taxpayers 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 year.

The academy trust is committed to:

1. Raising Student Attainment

1.1. Primary School's Attainment

Since Gulval Primary School, Altarnun Primary School and Liskeard Hillfort Primary School converted to academy status as part of Adventure Learning Academy Trust on 1st June 2014 we have been working hard with the schools to bring about a number of significant changes. Whilst the conversion date was after the statutory testing dates the Education team did some initial work during the conversion process with the Year 6 teams to aim to have some impact on raising the standards at the end of the key stage.

We have worked with all the academy leaders to establish clear process of accountability, including assessment cycles, progress meetings and more focused Professional Development Meetings. Moderation of work is now more robust and accurate.

In preparation for the 2014 academic year we have introduced trained staff and implemented a new creative, enquiry and skills based curriculum that is engaging and pupil-led, ensuring progression for all pupils and groups of pupils. Our ALAT curriculum provides outcomes that are relevant to the pupils and ensures they are KS3 ready by ensuring real life experiences are built in to ensure a relevant and engaging curriculum

From September 2015, we have introduction the Assertive Mentoring system which is a whole academy approach to raising standards which has been adopted by all teachers and additional adults.

Each school has designed new logos and rebranded and their websites have been re-designed/re-branded to ensure they meet with statutory requirements.

A new uniform, including blazers for all and PE Kits have been consulted upon, agreed and implemented with great success in all three schools.

CPD has been planned to meet the needs of each specific school including a Leadership Development Programme due to start January 2015.

1.2. Liskeard Hilfort Primary school

An interim head teacher had been in place since 2013, after an initial assessment it was decided that this should be extended until Easter 2015, to bring added stability to the school.

A restructure of the Senior Leadership Team is planned for 2015.

1.2.1. Gulval Primary School

A new principal was successfully appointed ready to start September 2014, following an interim head being in place for the previous 9 months.

Due to our work in tackling absence and ensuring systems are used correctly in the academy, short and long term absence has decreased. A review of Occupational Health provision has been completed to ensure the best quality medical advice is given regarding absence referrals. Some staff given informal support plans and one person placed into formal capability process in order to improve performance and quality of teaching.

1.2.2. Altarnun Primary School

This is a small school with only 67 pupils, collaborative working structures have been put in place so that the school can benefit from working together with other ALAT schools rather than being isolated. Support for Special Educational Needs has been brokered from another ALAT school and will commence in September 2014.

1.3. Fowey River Academy

A proactive School Improvement Group has been established, a cultural shift has been achieved with teachers now being open to peer to peer observations and sharing of best practice. ALAT's whole-school design and the theories of action are being developed through SLT/Teaching a Learning Group.

CPD, including an Outstanding Teacher Programme and Leadership Development Programme is planned for September 2014.

The curriculum offer for September 2014 is much improved, meeting the needs of each individual, with a clear focus on ALAT priorities, personalisation and skills development as well and achievement in key subject areas.

From September 2015, a brand new curriculum offer will be in place across the academy. We are establishing strong partnerships with local and sub-regional employers and providers to be able to offer a curriculum which includes specialisms and a mix of academic, vocational and personal development opportunities from Years 7 to 13.

The academy's website has been re-designed/re-branded to ensure it meets with statutory requirements

A full re-structure of leadership and management will begin to take place in September 2014 to ensure roles and responsibilities are in line with the academy's priorities. This will reduce the previous numerous layers of leadership and management to a much more efficient/effective structure with clear roles and responsibilities which are matched to the academy's priorities.

2. Financial Governance

The board of directors have agreed a scheme of delegation which provides clear remits and accountability at all levels across the trust. Governance is strong and includes a range of professionals who provide challenge and ensure compliance with the provisions of the funding agreement.

The Finance and General Purposes Committee assists the decision making of the trust board, by enabling more detailed consideration to be given to the best means of fulfilling the board's responsibility to ensure sound management of the academy trust's finances and resources.



The Audit Committee undertake any activities as necessary to provide assurance to the academy trust on the adequacy and effectiveness of the trust's systems of internal control and its arrangements for risk management, control and governance processes.

The board of directors receives regular monitoring reports and management accounts and also approves the annual budget. The board of directors also receive and approve the Annual Accounts and the External Auditors Management Report.

3. Financial Performance

The academy trust strives to focus on value for money and understands the value of assets and how they can be used to increase students' rate of progress. Staffing costs, being the largest area of spending, are reviewed regularly and a major restructuring exercise is currently being undertaken so the academy trust can better meet the needs of the students and the challenges ahead for the academy trust. The academy trust also adopts a rigorous cost allocation and associated pricing review of external income across the trust, identifying additional and sustainable revenue streams for the trust where possible, maximising the investment at each academy.

Contracts have been reviewed and, where better value or service could be achieved, contracts have been awarded to alternative providers.

The academy trust promotes fair competition through quotations and tenders (where necessary) in accordance with its Financial Regulations, to ensure that goods and services are secured in the most economic, efficient and effective way. The trust also collaborates with other academy trusts, single academies and other education providers to widen shared activity and procurement, ensuring value for money for the academy trust.

Staff with budget responsibility, regardless of the amounts, are supported and encouraged to achieve value for money from the finance team. A Finance Policy has been agreed which clearly outlines ways to ensure the integrity of public funds and how they can be maintained by following the principles of probity, accountability and fairness.

J Smith

Academy Trust Accounting Officer

Date: 22 December 2014