

Value for Money Statement

Organisation name: Rosewood School Limited

Company number: 7667999

Year ended 31 August 2014

I accept that as accounting officer of Rosewood School 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.

1. At the most recent full Ofsted inspection in July this year the inspector gave the school an outstanding status in all areas. This status was achieved as a result of the leadership shown by the school in setting new standards for education of PMLD children and is a tribute to the way in which all of the staff without exception work towards achieving the highest standards possible within the funds made available. The staff are always seeking to improve on the educational achievements of the young people in the school whilst remaining within the resources available.

2. Of particular note was the establishment of the extended 1619 year old facility as planned within the submission to the EFA for investment funds and the fact that after two years it was given an outstanding judgement in its own right.

3. The school has carefully invested the funds that it has available, notably in the acquisition of two minibuses that enable the students to access the community and extend learning opportunities – one bus was the subject of a 50% donation by Lord's Taverners and the other was negotiated as a “nearly new” second hand bus at a big discount to the price of a new bus.

4. During the year the school has had to manage the introduction of the LGPS for nonteaching staff and the school was still able to operate a surplus for the year (despite the fact that due to previous omissions in advice when the school was set up the costs of the scheme were not budgeted).

5. As a result of careful management of funds the older buildings in the school have been refurbished to bring them up to a similar standard to the new buildings so that neither staff nor the young people in the school see any major differences between the two.

6. Evidence of the success of the ImpACTS assessment and curriculum designed by the school can be seen not only in the carefully measured progression of each child, but in the extent to which other schools both in the UK and abroad have been successfully sold the system. The benefits of extending the system to other schools are multiple both in terms of the ability to generate accurate and comprehensive comparable data that demonstrates how valuable the system is in this specialist sector of education, but also in bringing in a wider network of supportive schools who can make suggestions for further refinement and improvement. Rosewood school constantly seeks to improve its performance and the more users of the system there are the better the feedback and development will be at minimal cost and a greater rate of improvement.

7. The school has been going through a transformative year in its arrangements for both HR and accounting and finance. Both these functions were subcontracted in the year ending August 2013 and have been brought in house. This has allowed new controls to be developed and put into place that give the school total control of the administration of the school.

8. As a developing and expanding school the staff structure is continuously under review. Staff are deployed effectively to meet the complex needs of each pupil. Rigorous training ensures that staff are skilled and highly effective in supporting the learning across the school. Both standards and expectations are high.

9. Internal controls maximise the use of assets. Risks are regularly reviewed by the senior leadership team and by the governors.

10. The school development plan clearly identifies the priorities for the budget allocation. This is planned by the senior leadership team and agreed by the Board of Governors. The finance committee meet regularly to monitor and scrutinise all accounts.

Date: 04 Dec 2014