

# HALL ORCHARD BARROW CE PRIMARY SCHOOL (ACADEMY)

## VALUE FOR MONEY STATEMENT 2018

### Introduction

The governing body is accountable for the way in which the Academy's resources are allocated to meet the objectives set out in the Academy's Articles of Association, Funding Agreement and School Development plans. Governors need to secure the best possible outcome for pupils, in the most efficient and effective way, at a reasonable cost. This will lead to continuous improvement in the Academy's achievements and services.

### What Is Value for Money?

Governors will apply the four principles of *Value for Money*:

- **Challenge** - Is the Academy's performance high enough? Why and how is a service provided? Do we still need it? Can it be delivered differently? What do parents want?
- **Compare** - How does the Academy's pupil performance and financial performance compare with other academies? How does it compare with LA schools? How does it compare with similar schools?
- **Consult** - How does the Academy seek the views of stakeholders about the services the school provides?
- **Compete** - How does the school secure efficient and effective services? Are services of appropriate quality, are they economic?

### The Governors' Approach

Governors and school managers will apply *Value for Money* principles when making decisions about:

- the allocation of resources to best promote the aims and values of the school.
- the targeting of resources to best improve educational standards and the quality of provision.
- the use of resources to best support the various educational needs of all pupils.

Governors, and school managers, will:

- make comparisons with other/similar schools using data provided by the Department for Education and the EFA , e.g. ASP, Data Dashboard, Ofsted reports, with regard to the quality of teaching & learning and benchmarking to compare levels of expenditure
- challenge proposals, examining them for effectiveness, efficiency, and cost, e.g. setting of annual pupil achievement targets
- require suppliers to compete on grounds of cost, and quality/suitability of services/products/backup, e.g. provision of ICT resources, redecoration etc.
- consult individuals and organisations on quality/suitability of services we provide to parents and pupils, and services we receive from providers, e.g. Sex and Relationships Education, pupil reports, Ofsted, LA and external advisors, external auditors, Service Level Agreements and contracts.

This will apply in particular to:

- staffing
- use of premises
- use of resources

- quality of teaching
- quality of learning
- purchasing
- pupils' welfare
- health and safety

Governors and school managers:

- will not waste time and resources on investigating minor areas where few improvements can be achieved
- will not waste time and resources to make minor savings in costs
- will not waste time and resources by seeking tenders for minor supplies and services

The pursuit of minor improvements or savings is not cost effective if the administration involves substantial time or costs. Time wasted on minor improvements or savings can also distract management from more important or valuable areas.

### ***Staffing***

Governors and school managers will deploy staff to provide Value for Money in terms of quality of teaching, quality of learning, adult-pupil ratio, and curriculum management.

### ***Use of Premises***

Governors and school managers will consider the allocation and use of teaching areas, support areas and communal areas, to provide the best environment for teaching & learning, for support services, and for communal access to central resources, e.g. the library.

### ***Use of Resources***

Governors and school managers will deploy equipment, materials and services to provide pupils and staff with resources which support quality of teaching and quality of learning.

### ***Teaching***

Governors and school managers will review the quality of curriculum provision and quality of teaching, to provide parents and pupils with:

- a curriculum which considers the requirements of the National Curriculum and any current national strategies and the needs of pupils.
- teaching which builds on previous learning and has high expectations of children's achievement

### ***Learning***

Governors and school managers will review the quality of children's learning, by cohort, class and group, to provide teaching which enables children to achieve nationally expected progress and attainment.

### ***Purchasing***

Governors and school managers will develop procedures for assessing need, and obtaining goods and services which provide "Value for Money" in terms of suitability, efficiency, time, and cost.

Measures already in place include:

- competitive tendering procedures (e.g. for goods and services above £5,000)
- procedures for accepting "Value for Money" quotes, which are not necessarily the cheapest (e.g. suitability for purpose and quality of workmanship)

- procedures which minimise office time by the purchase of goods or services under £1000 direct from known, reliable suppliers (e.g. stationery, small equipment)

### ***Pupils' Welfare***

Governors and school managers will review the quality of the school environment and the school ethos, in order to provide a supportive environment conducive to learning and recreation.

### ***Health & Safety***

Governors and school managers will review the quality of the school environment and equipment, carrying out risk assessments where appropriate, in order to provide a safe working environment for pupils, staff and visitors.

### **Monitoring**

These areas will be monitored for Value for Money by:

1. In-house monitoring by the Headteacher and curriculum leaders, e.g. classroom practice, work sampling
2. Termly pupil target setting meetings between the Headteacher and senior leaders
3. Annual Performance Management of staff
4. Annual Budget Planning
5. Headteacher's monthly financial review
6. Regular visits by External Advisors.
7. Visits by Auditors
8. Analysis of school pupil performance data, e.g. SATs results, standardised test results, against all schools, LA schools, similar schools
9. Analysis of pupil performance data
10. Analysis of financial data, e.g. ORACLE reports, against bench mark data for all schools, L.A. schools, similar schools
11. Analysis of DFE pupil performance data, e.g. ASP, Ofsted Data Dashboard
12. Ofsted Inspection reports
13. Governors' visits
14. Governors' committee meetings
15. Governors' full termly meetings including Headteacher's report
16. Governors' Finance meetings
17. Governors' Annual Development Plan Meeting

The Governing Body will:

- set targets for improving pupil achievement annually.
- hold an annual development plan meeting to Review School Development Plan annually
- review their "Value for Money" statement at an Autumn Term Finance meeting.
- consider Value for Money when arranging contracts.
- Consult with Local Authority advisors, Diocesan advisors and / or external advisors on maintenance of the schools' buildings.
- obtain tenders and a consultant's advice on any large scale refurbishment or development of the premises.

**Confirmation that the Value for Money Statement in respect of Hall Orchard Primary School has been discussed and agreed by the Governing Body on ...21<sup>st</sup> March 2018**

*Signed by:*

Chair of Governors: ..... Date: Headteacher: ..... Date: