

# Value for Money Statement

**Academy trust name: Tarporley High School and Sixth Form College**

**Academy trust company number: 08100344**

**Year ended 31 August 2013**

I accept that as accounting officer of Tarporley High School and Sixth Form College of Learning 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 governing body is accountable for the way in which the school's resources are allocated to meet the objectives set out in the school's development plans.

Governors need to secure the best possible outcome for students, in the most efficient and effective way, at a reasonable cost. This will lead to continuous improvement in the school's achievements and services.

## **What Is Best Value?**

Governors will apply the four principles of *best value*:

- **Challenge** - Is the school'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 school's student performance and financial performance compare with all schools? How does it compare with LA schools? How does it compare other academy schools?
- **Consult** - How does the school 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, economic?

## **The Governors' Approach**

The Governors and Senior Leadership Team will apply the principles of *best value* 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 standards and the quality of provision

- the use of resources to best support the various educational needs of all students

Governors, and the Senior Leadership Team, will:

- make comparisons with other/similar schools using data provided by the LA and the Government, e.g. RAISE On-line, quality of teaching & learning, levels of expenditure, DfE Benchmarking website and CFR data.
- challenge proposals, examining them for effectiveness, efficiency, and cost e.g. setting of annual student achievement targets.
- require suppliers to compete on grounds of cost, and quality/suitability of services/products/backup.
- consult individuals and organisations on quality/suitability of service we provide to parents and students, and services we receive from providers, e.g. Sex and Relationships Education, student reports, OFSTED, Crescent Purchasing Consortium (CPC).

This will apply in particular to:

- staffing
- use of premises
- use of resources
- quality of teaching
- quality of learning
- purchasing
- students' welfare
- health and safety

Governors and Senior Leadership Team:

- 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 Senior Leadership Team will deploy staff to provide best value in terms of quality of teaching, quality of learning, adult-student ratio, and curriculum management.

### **Use of Premises**

Governors and Senior Leadership Team 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 Senior Leadership Team will deploy equipment, materials and services to provide students and staff with resources which support quality of teaching and quality of learning.

## **Teaching**

Governors and Senior Leadership Team will review the quality of curriculum provision and quality of teaching, to provide parents and students with:

- a curriculum which meets the needs and aspirations of our students.
- teaching which builds on previous learning and has high expectations of children's achievement

## **Learning**

Governors and Senior Leadership Team will review the quality of children's learning, by cohort, class and group, to provide teaching which enables children to achieve and exceed nationally expected progress, e.g. 2 national curriculum levels between Years 7 and 9 and 3 national curriculum levels between years 7 to 11.

## **Purchasing**

Governors and Senior Leadership Team will develop procedures for assessing need, and obtaining goods and services which provide "best value" in terms of suitability, efficiency, time, and cost. Measures already in place include:

- competitive tendering procedures (e.g. for goods and services above £50,000)
- procedures for accepting "best value" quotes, which are not necessarily the cheapest (e.g. suitability for purpose and quality of workmanship)
- minimum of 3 quotes for purchases greater than £5,000 but less than £50,000
- procedures which minimise office time by the purchase of goods or services under £5000 direct from known, reliable suppliers (e.g. stationery, small equipment)

## **Students' Welfare**

Governors and Senior Leadership Team 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 Senior Leadership Team 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 students, staff and visitors.

## **Monitoring**

These areas will be monitored for best value by:

1. In-house monitoring by the Senior Leadership Team, e.g. classroom practice, work sampling
2. Annual Performance Management
3. Annual target setting meetings between the Senior Leadership Team and curriculum managers
4. Annual Budget Planning
5. Finance team monthly financial review and termly reports to Resources Committee
6. Analysis of LA financial data, e.g. against benchmark data for all schools, LA schools, similar schools.
7. OFSTED Inspection reports (whole school and subject reviews).
8. Analysis of DfE student performance data, e.g. RAISE On-line, FFT.
9. Governors' termly committee meetings
10. Governors' full termly meetings
11. Governors' Annual Finance Review
12. Governors' Annual Exams Results analysis and Target Setting Meeting

**Signed:**



**Name:**

**S B Lee**

**Academy Trust Accounting Officer**

**Date:**

**12 December 2013**