

Value for Money Statement

Academy trust name: Selwood Academy

Academy trust company number: 7814065

Year ended 31 August 2014

I accept that as accounting officer of Selwood Academy 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.

Introduction

The Accounting officer and Governing Body is accountable for the way in which the Academy's resources are allocated to meet the objectives set out in the school development plan (SDP). They need to secure the best outcomes for their 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 best value?

The Accounting officer and Governors will apply the four principles of **best value**:

- Challenge- Schools performance, service providers, can this be done differently?
- Compare – Benchmarking data on school and financial performance
- Consult – Seek the views of all stakeholders
- Compete – run efficient and effective quality and economical services.

Improving Educational Results:

- Advertised for a Maths specialist with good Honours degree to ensure we appointed a quality candidate to cover maternity
- Re-modelled the support staff structure. Special Needs Assistants' deployment was review according to the needs of the classes and individual pupils, taking into account the changes in SEN funding
- Set up initiatives to accelerate the progress of all groups of children with a focus on Reading through the purchase of accelerated reader scheme for all children.
- Developed the assessment, tracking and monitoring processes to ensure data is used to inform planning, target interventions and support differentiation, including regular internal

and Senior Leadership Team meetings to review progress and impact of interventions for different groups of pupils

- Developed new staff Performance Review and Appraisal processes for effective monitoring of performance
- Quality First teacher training Inset provided to all teaching staff and TA's
- Understanding changes to SEN funding allowed appropriate management of funds to be secured
- Inset training for all teaching staff provided to implement and establish the New Curriculum
- Inset training for all teaching staff provided to implement and establish Changes to measuring and reporting progress
- Literacy Transition Project implemented across all years 4-5 within the FLP
- Continued the refurbishment programme by refurbishing two very outdated ICT suites. This was a pupil led project ensuring that pupils' have an input into their own environment. Improved environment leading to improved educational performance
- School development plan updated and linked to the school's needs, which in turn are identified through the school's monitoring and evaluation provided by all stakeholders (pupil feedback, parental feedback, data analysis, staff observations, appraisal, work scrutiny). The SDP is costed with the budgetary situation in mind. On-going monitoring and review of the SDP ensures effective application of the SDP.
- The Pupil Premium funding has been spent on extra staffing to provide interventions for key pupils, to maximise pupil' learning potential, but planned in accordance with the budget (e.g. we budgeted for an extra teacher in Year 6, to target Pupil Premium pupils and have appointed a pupil premium mentor to provided 1-1 pastoral support for all Pupil premium children)
- Strong focus on STEM development through the Bloodhound week. Secured greater links with local businesses who are providing STEM initiatives for pupils.

Financial Oversight and Governance:

Our governance arrangements include regular monitoring by the Governors. Our Resources Committee receive regular financial reports and ask relevant questions as evidenced in the minutes. All of the Resources Committee undertook financial training from our accountants.

The work of these committees is further informed by regular Responsible Officer reports, plus audit visits undertaken by our accounts Bishop Fleming.

Governors continue to make comparisons with other /similar schools using a wealth of data provided by the Government/LA and Middle schools association .e.g. Raise, quality of teaching and learning, levels of expenditure, Ofsted data dashboard.

Governors will also consult individuals and organisations on quality/suitability of service we provide to parents and pupils. This will apply in particular to staffing, use of premises, use of resources, quality of teaching, quality of learning, pupils' welfare, health and safety and purchasing

We recognise the need to continue developing relationships with other academies and/or local schools, in order to benefit from economies of scale in procuring products and services, developing staff and sharing knowledge, skill and expertise. The membership of the Frome Learning Partnership secures strong opportunities to achieve this.

Better Purchasing:

Examples of steps taken to ensure value for money when purchasing are:

- Exploring alternative purchasing options when buying anything both online and direct to ensure the best value
- Working with other schools in the Frome Community Learning Partnership to explore whether products and services can be procured across a number of schools in order to drive down cost and/or negotiate improved rates. Two meetings were held last year to begin to explore this
- The Business Manager has been influential in driving down costs through better procurement and negotiation throughout 2013/14, including significantly reducing insurance, grounds maintenance and premises work costs
- Department capitation policy has been changed, so that the Deputy head teacher i.e. the curriculum holds the whole-school curriculum budget and individual departments make a case for expenditure through her co-ordination. This allows for economies of scale, buying in bulk and also saves any duplication of resources or wastage

School managers and Governors will not waste time and resources to make minor cost savings or by seeking tenders for minor supplies and services. This can distract from more important/valuable areas and impacts significantly on administration time and cost.

Better Income Generation:

Examples of steps to maximise income include:

- A range of school staff providing consultancy services to other local schools:., Blink visits, Sports Co-ordinator, PFSA, shared CPD with other local middle school (created quality at no cost to our school)
- Hosting trainee teaching staff on PGCE placements
- The school's banking arrangements ensure that, where cash flow allows, monies are transferred into a higher interest account
- More lettings held on certain nights, thereby creating economies of scale and reducing caretaking, heating and lighting costs; passing some of these reductions on to hirers which in consequence attracts more lettings

- The Business Manager attended a Value for Money course in London, bringing back new ideas and added inspiration for the team
- By increasing our Admission number to 180 and by reaching this figure in Years 5 and 6, we have been able to attract more funding to the school

Reviewing Controls and Managing Risks:

The Resources Committee, Business Manager, budget holders and the Senior Leadership Team have reviewed budget reports, including future recommendations. This has ensured that spending is within budget and forward plans are agreed and implemented when there has been any variance.

A risk register is kept up to date. Actions to include risk include the procurement of Network server administration to an outside company, Novatech, to ensure there was sufficient technical knowledge readily available for any unforeseen events. Professional advice from HR and legal service providers has also been sought when necessary.

Future Objectives:

Participate in an annual school improvement plan (with 3 year projected plan incorporated).

Review the 'best Value 'statement annually and discuss how 'best value' principles are applied within the school

Consider best value on all contracts

Obtain tenders and a consultant's advice on large scale projects and plans

Name: Jean Hopegood

Academy Trust Accounting Officer

Date: 15 December 2014