



BYRCHALL

HIGH SCHOOL

Value for Money Statement

Academy Trust Name: Byrchall High School

Academy Trust Number: 138699

Year ended: 31st August 2014

I accept that as the Accounting Officer of Byrchall High School Academy 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 guidance 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 governing body, of which I am a full voting member, is accountable for the way in which the school's resources are allocated to meet the objectives set out in the school's improvement plans. We are committed to achieving Best Value in all decisions made, to secure the best possible outcome for our 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.

The principles of Best Value are:

- **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 students and parents want?
- **Compare** – How does the school's student performance and financial performance compare with other schools?
- **Consult** – How does the school seek the views of appropriate stakeholders about the services the school provides, before decisions are made?
- **Compete** – To ensure that the school promotes fair competition through quotations and tenders to ensure that goods and services are secured in the most economic, efficient and effective way.

Live to Learn Learn to Live

The Approach

The principles of Best Value have been applied 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;
- monitoring and evaluating the performance of the school; and
- managing the performance of the staff.

As part of the Best Value and self-evaluation processes we have been committed to:

- making comparisons with other/similar schools using data provided by the LA and the Government, eg, RAISEonline, quality of teaching and learning, levels of expenditure/salaries;
- challenging proposals, examining them for effectiveness, efficiency and cost, eg, setting of annual student achievement targets, expansion or contraction of student numbers;
- requiring suppliers to compete on grounds of cost and quality/suitability of services/products/backup;
- consulting individuals and organisations on quality/suitability of service we provide to parents and students, and services we receive from providers, eg. Service Level Agreements;
- concentrating our efforts and resources into the review of areas that will result in significant improvement to aspects of the school's performance; and
- using students' viewpoints where most appropriate.

This will apply in particular to:

- leadership and management;
- staffing;
- use of premises;
- use of resources;
- financial management;
- quality of teaching;
- quality of learning;
- purchasing;
- students' welfare;
- health and safety.

Staffing

We have deployed staff to provide Best Value in terms of quality of teaching, quality of learning, adult-student ratio, curriculum management, and professional development of staff to ensure continuing improvement in the school's achievements.

Use of Premises

We have considered the allocation and use of teaching areas, support areas and communal areas to provide the best environment for teaching and learning, for support services and for communal access to central resources.

Use of Resources

We have deployed equipment, materials and services to provide students and staff with resources which support the raising of standards through the quality of teaching and the quality of learning.

Teaching

We have reviewed the quality of curriculum provision and quality of teaching to provide parents and students with:

- a curriculum which meets the requirements of the National Curriculum and the needs of students of all abilities;
- the agreed RE syllabus;
- teaching which builds on previous learning and has high expectations of children's achievements;
- Details of school improvement priorities and strategies.

Learning

We have reviewed the quality of children's learning, by cohort, class and group, annually, to ensure the provision of teaching which enables children to achieve at their maximum potential, through the setting of annual student achievement targets, national curriculum levels between Years 3 and 6, progress from KS1 to KS2, progress from KS3 to KS4.

Purchasing

We have developed procedures for assessing need, and obtaining goods and services which provide "best value" in terms of suitability, efficiency, time and cost. These procedures will comply with the school's Scheme of Financial Administration. Measures already in place include:

- Competitive quotation procedures for goods and services between £10001-£40000
- Competitive tendering procedures (eg, for goods and services above £40001);
- procedures for accepting "best value" quotes, which are not necessarily the cheapest (eg, suitability for purpose and quality of workmanship);
- the use of YPO for the purchase of goods offered at preferential rates to member authorities.
- Use of Crescent Purchasing Consortium where appropriate.
- Examining alternative ways of delivering services, e.g. purchase/lease/loan.

Students' Welfare

We will review the quality of the school environment and the school ethos, in order to provide a supportive environment conducive to learning, social, moral and personal development, and recreation.

Health and Safety

We will review the quality of the school environment and equipment, carrying out risk assessments where appropriate, in order to provide a safe and stimulating 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, eg, classroom practice, work sampling, analysis of student performance.
- 2 Analysis of school student performance data, eg, termly progress of student, GCSE examinations, standardised test results, against all schools, LA schools, similar schools.
- 3 Analysis of DfE student performance data.
- 4 Analysis of LA student performance data.
- 5 Termly target setting meetings
- 6 Annual Performance Management – Outcomes/main findings of Performance Management of Staff to determine forthcoming plans for the continuing professional development of staff.
- 7 Annual Budget planning, prioritising student achievement and progress, including challenging historical expenditure and targeting available resources to deliver the SIP.
- 8 Monthly financial review, provision of detailed budget monitoring statements, with variance analyses, to the governing body on a termly basis.
- 9 Analysis of financial data, benchmarking information, national CFR benchmarking database, salary comparisons.
- 10 OFSTED Inspection records.
- 11 Governor committee meetings.
- 12 Full Governing Body meetings.
- 13 Annual Finance Review.
- 14 Annual Target Setting Meeting.

In the next 3 years the focus will be upon:

- The achievement of high standards of performance in all areas including academic progress of students and high performance of staff
- Modern practices characterised by innovative practices, use of new technologies, professionalism and development for all in a modern context
- Moral and ethical values through engagement of all members of the community, positive ethos and quality control.

Signed: _____

Name: _____

Academy Trust Accounting Officer

Date: _____