



## **Cramlington Village Primary School**

### **Value for Money Statement Dec 2014**

The Governing Body is accountable for the way in which the school's resources are allocated to meet the objectives set out in our School Development Plans (SDP). 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 our achievements and services.

#### **What Is Best Value?**

Value for money is about achieving the best possible educational and wider societal outcomes through the economic, efficient and effective use of all the resources in the trust's charge.

In making decisions Governors have applied the four principles of best value:

##### **1. 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 works best for children?

##### **2. Compare**

How does the school's pupil performance and financial performance compare with all schools? How does it compare with other schools in our region? How does it compare with similar schools?

##### **3. Consult**

How does the school seek the views of stakeholders about the school services?

##### **4. Compete**

How does the school secure efficient, effective services? Are services of appropriate quality at the right price?

#### **Governors' Approach**

Governors and school leaders have applied the principles of best value when making decisions about:

- the allocation of resources to best promote the mission statement, aims and values of our school;
- the targeting of resources to best improve standards and the quality of

provision;

- the use of resources to best support the various learning needs of all pupils, staff, parents and governors.

- **Governors and school leaders have:**

- made comparisons with other/similar schools using data provided by the Government, e.g. Raise-online, quality of teaching & learning, levels of expenditure;
- challenged proposals, examining them for effectiveness, efficiency, and cost, e.g. setting of annual pupil achievement targets, extended services provision;
- required suppliers to compete on grounds of cost, and quality/suitability of services/products/backup;
- consulted individuals and organisations on quality/suitability of services we provide to parents and pupils, and services we receive from providers, e.g. energy management.
- not wasted time and resources on investigating minor areas where few improvements can be achieved
- not wasted time and resources to make disproportionate savings in costs
- not wasted 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.
- Reviewed controls and managed risks. The Academy has established robust segregation of duties within financial control. Regular, half termly financial monitoring visits have been carried out by our Responsible Officer who issues his reports to the Finance Committee each half term. Governors challenge decision makers within the Trust on the cost and effectiveness of spending proposals in order to achieve value for money. The Risk Register and our Financial Procedures Handbook has directed the work of the Responsible Officer who reports 6 times a year to the Finance Committee. The findings from the Responsible Officer's visits shape our action plans for future developments and improvements.

These processes are aimed at getting the best value for money in:

### **1. Quality of Teaching**

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

- an innovative, bespoke curriculum which meets the learning needs of our children and is aligned in some way to aspects of the National Curriculum

- teaching which builds on previous learning and has high expectations of children's achievement.
- The Education Committee and school leaders regularly review the quality of children's learning, by cohort, class and group, to provide the learning environment which enables children to achieve nationally expected progress, e.g. setting of annual pupil achievement targets, based on a minimum progression of 2 national curriculum levels within a key stage. Termly pupil progress meetings monitor the progress of all groups of pupils and provide informed judgements for intervention programmes which address identified underachievement. Planned, targeted use of Pupil Premium funding has raised pupils' individual levels of attainment resulting in improved educational outcomes. The results of this have been monitored carefully to ensure that all interventions provide the improvements required for each child.

## **2. Staffing**

- Governors and school leaders have deployed staff to provide best value in terms of quality of teaching, quality of learning, adult-pupil ratio, and curriculum management. The Academy's staffing structure is reviewed annually to ensure the most appropriate provision for our pupils. In 2014/15 the Academy's Staffing Structure again includes the provision of a non-class based Vice Principal to ensure that:
  - The SENCO role and responsibilities effectively accommodated changes in the light of 2014 SEND Green Paper
  - senior support was in place for the vast range of welfare issues within school which enables timely responses to children's needs

## **3. Use of Resources**

Governors and school leaders will deploy have deployed equipment, materials and services to provide pupils and staff with resources which promote quality teaching and learning. The Academy has implemented an asset register which manages the allocation of resources in terms of costings, effectiveness and depreciation.

## **4. Use of Premises**

Governors and school leaders have considered 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 / immersive room / school hall. The premises committee oversees the use of the premises.

## **5. Purchasing**

Governors and school leaders have developed 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;
- procedures for accepting “best value” quotes, which are not necessarily the cheapest;
- procedures which minimise admin time by the purchase of goods or services under £1000 direct from known, reliable suppliers (e.g. stationery, small equipment).
- Governors and school leaders have reviewed the quality of the learning environment and the school’s holistic ethos, in order to provide a supportive environment conducive to learning and healthy, active lifestyles. Health & Safety Governors and school leaders have carried out appropriate risk assessments, in order to provide a safe working environment for pupils, staff and visitors.

### **Monitoring**

These areas have been monitored for best value by:

- 1) In-house monitoring by SLT and subject coordinators e.g. classroom practice, work sampling
- 2) Termly target setting meetings between the SLT and class teachers
- 3) Annual Performance Management for all staff
- 4) Annual Budget Planning
- 5) Principal’s monthly financial review with the Finance Director
- 6) Termly visits by the Head Start Partner/nominated School Improvement Partner
- 7) Planned half termly visits by the Responsible Officer
- 8) Analysis of school pupil performance data, e.g. national test results, optional SATS, FSP
- 9) Analysis of DFE financial data, FMS 6 reports, against bench mark data for groups of schools
- 10) Analysis of DFE/OFSTED pupil performance data, e.g. RAISEonline
- 11) OFSTED Inspection reports
- 12) Classroom observations
- 13) Governors’ termly committee meetings
- 14) Full Governing Body meetings

## 15) Governors' Annual Target Setting Meeting

The Governing Body have:

- discussed "Best Value" at each Autumn Term meeting of the Finance Committee.
- reviewed their "Best Value" statement at the full governing body meeting prior to publication.
- considered best value when arranging Service Contracts
- obtained tenders and advice on the installation of any large scale refurbishment of the premises or equipment purchases.
- obtained regular assessment management surveys.

Where contracts have not provided best value and delivered the service levels required by the school then these have been replaced. Service Contracts are under annual review and the Academy has identified future contracts to have a best value and fitness for purpose review.

Signed Deborah Westhorpe-Wylie

Academy Trust Accounting Officer

Date 15 December 2014