

Value for Money Statement

Academy Trust Name: St Leonard's CE Primary Academy

Academy Trust Company Number: 07807811

Year ended 31st August 2016

I accept that as accounting officer of St Leonard's CE Primary 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 governing body is accountable for the way in which the academy's resources are allocated to meet the objectives set out in the Strategic Development Plan. Governors, therefore, need to secure the best possible outcome for pupils, in the most efficient and effective way, at a reasonable cost. This will lead to improvement in the achievement and services.

1. Best Value

St Leonard's applies the four principles of best value:

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/carers want?

Compare

- How does the academy's pupil performance, and financial performance, compare with all schools/academies?
- How does it compare with LA schools?
- How does it compare with similar schools/academies?

Consult

- How does the academy seek the views of stakeholders about the services the school provides?

Compete

- How does the academy secure efficient and effective services?
- Are services of appropriate quality, and economic?

2. The Governors' Approach

We apply the principles of *best value* when making decisions about;

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

We:

- make comparisons with other/similar schools/academies using data provided by the Department for Education (DfE) and the Educational Funding Agency (EFA) using tools such as Raiseonline data
- challenge proposals, examining them for effectiveness, efficiency and cost
- require suppliers to compete on grounds of cost, as well as quality/suitability of services/products/support
- consult individuals and organisations on quality/suitability of service we provide to parents/carers and pupils, and services we receive from providers

This applies in particular to staffing, use of premises, use of resources, quality of teaching and learning, purchasing, pupils' welfare and Health and Safety.

3. Governors and Academy Managers

We do not waste time and resources:

- on investigating minor areas where few improvements can be achieved
- to make minor savings in costs
- 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.

3.1 Staffing

Governors and academy managers deploy staff to provide best value in terms of quality of teaching and learning, adult-pupils ratio and curriculum management.

3.2 Use of Premises

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

3.3 Use of Resources

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

St Leonard's has successfully liaised with the Highworth and Blunsdon Cluster for a number of years, enabling the cluster schools to achieve group discounts for services such as: grounds maintenance; accountants. Most recently Highworth Warneford is now managing St Leonard's financial transactions. This shared expertise from the secondary school has eliminated the need to use a third party accounting technician enabling St Leonard's to reduce staffing costs.

3.4 Teaching

Governors and academy managers review the quality of curriculum provision, and the quality of teaching to provide parents/carers with:

- a curriculum which meets the needs of the pupils
- teaching which builds on prior knowledge, and which has high expectations of pupils achievements

Following a curriculum review, it was decided to purchase ReadWriteInc for Key Stage One, and Year 3 pupils to better support the teaching of phonics, reading and writing.

3.5 Learning

Governors and academy managers review the quality of learning by:

- cohort, class and group to enable pupils to achieve at least nationally expected progress

Reading continues to be a strength of the school, for example:

Reading	School	LA	National
Year 1 Phonics	90%	76.3%	81%
KS1 Expected	83.3%	70.8%	74%
KS1 Exceeding	33.3%	21%	23.6%
KS2 Expected	70.8%	66.2%	65.7%
KS2 Exceeding	29.2%	17.8%	19%

3.6 Purchasing

Governors and academy managers 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:

- competitive tendering processes
- procedures for accepting 'best value' quotes, which are not necessarily the cheapest (e.g. by using suitability of purpose and quality of workmanship as a benchmark)
- procedures which minimise office time by the purchase of goods and services under £1000 direct from known, reliable suppliers (e.g. stationery, small equipment)

A successful bid to the Education Funding Agency meant that St Leonard's was able to secure £165,000 funding to provide a new school roof. This eliminated the many leaks around the school, and significantly improved the quality of the learning environment.

3.7 Pupil Welfare

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

A Pastoral Support manager is employed by St Leonard's to nurture the social and emotional well-being of certain pupils; this has enabled those pupils to better access the curriculum and make good or better progress.

3.8 Health and Safety

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

3.9 Monitoring

The following areas are monitored for best value by the governors and academy managers:

- annual performance management
- annual budget planning
- analysis of pupil performance data
- analysis of DfE pupil performance data
- Ofsted inspection reports
- SIAMS (Diocesan) inspection reports
- governor committee meetings
- full governing body meetings
- self evaluation

Signed by: Jane Wheatley (Accounting Officer and Head Teacher)

Agreed by: Clare Lindley (Chair of Governing Body)

Date: November 2016

Date of Review: November 2017