



Value for Money Statement

For the year 1st September 2016 to 31 August 2017

The Governors of Bishop Vesey's Grammar School ensure that the academy trust delivers good value in the use of public resources. We are 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.

We set out below how we will ensure that the academy trust's use of its resources will provide 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 development plans.

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 the school's achievements and services:

Governors have adopted the following 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 pupil performance and financial performance compare with all schools? How does it compare with Local Authority schools? How does it compare with similar 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 Leadership Approach

Governors and School leaders will apply the principles of best value and value for money 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 school leaders, will:

- make comparisons with other/similar schools using data provided by the Local Authority and the Department for Education such as benchmarking tools for levels of expenditure and Raise Online and Alps for quality of teaching & learning.
- challenge proposals, examining them for effectiveness, efficiency, and cost, such as the setting of annual student achievement targets and have clear success criteria
- 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. External Advisors, student support providers, OFSTED, Finance consultants, Energy Consultants etc.

This will apply in particular to:

- staffing
- use of premises
- use of resources
- quality of teaching
- quality of learning
- procurement of resources
- student welfare
- health and safety

Governors and school leaders:

- 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 school leaders 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 school leaders will consider 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, e.g. the library.

Use of Resources

Governors and school leaders will deploy equipment, materials and services to provide students and staff with resources which support quality of teaching and quality of learning. Ensuring that the schools financial procedures are adhered to by all staff in the school.

Quality of Teaching

Governors and school leaders will review 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,
- National Literacy Strategy and National Numeracy Strategy, and the needs of students
- teaching which builds on previous learning and has high expectations of students achievement

Quality of Learning

Governors and school leaders will review the quality of children's learning, by cohort, class and group, to provide teaching which enables children to achieve beyond nationally expected progress, e.g. setting of annual pupil achievement targets and striving to improve on or maintain previous years exam results and attendance. The school will ensure a rigorous approach to school evaluation.

Procurement of Resources

Governors and school leaders 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)
- three quotes for all goods and services in excess of £10,000

- procedures for accepting “best value” quotes, which are not necessarily the cheapest (e.g. suitability for purpose and quality of workmanship)
- procedures which minimise office time by the purchase of goods or services under £1,000 direct from known, reliable suppliers (e.g. stationery, small equipment)

Student Welfare

Governors and school leaders 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 school leaders 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

The above areas will be monitored for best value by:

1. In-house monitoring by the Senior Leadership Team and curriculum managers, e.g. classroom practice, work sampling, observations.
2. Termly target setting meetings between the Senior Leadership Team and curriculum managers
3. Staff Appraisal
4. Annual Budget Planning
5. Headteacher’s regular finance review
6. Visits by Finance Consultants for the Internal Control Role and Financial Management Updates
7. Analysis’s of school student performance data against similar schools
8. Analysis of DfE student performance data including Pupil Premium
9. OFSTED Inspection reports
10. Governors’ termly committee meetings
11. Governors’ full termly meetings
12. Regular review of the School Development Plan

In the next year the Governing Body will:

- hold an annual performance meeting to set targets for improving student achievement.
- hold a School development plan meeting in the Summer Term .
- discuss “Best Value” at each Spring Term meeting of the Finance Committee.
- review this “Best Value” statement at each Spring Term meeting.

Date for Review: February 2018