

ROSEACRE PRIMARY ACADEMY



Ethos Statement

This policy reflects our Academy's ethos, which promotes, recognises, celebrates and welcomes diversity, tolerance, respect and honesty. The policy ensures fairness and equality, regardless of age, disability, religion, gender, sexual orientation, ethnicity, attainment or background. The policy abides by the Equality Act 2010, promotes fundamental British values and community cohesion.

Value for Money Statement

Academy trust name: ROSEACRE PRIMARY ACADEMY

Academy trust company number: 8221228

Year ended 31 August 2017

As accounting officer of Roseacre 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 and Skills 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. The Governing Body is accountable for the way in which the school's resources are allocated to meet the objectives set out in our Strategic Academy Improvement Plan (SAIP). 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.

Governors will apply 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 want?
- **Compare** - How does the academy's pupil performance and financial performance compare with all schools?

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How does it compare with local, regional and national schools?

How does it compare with similar schools?

- **Consult** - How does the academy seek the views of stakeholders about the services it provides.
- **Compete** - How does the academy secure efficient and effective services? Are services of appropriate quality, economic?

Governors' Approach

Governors and academy leaders will apply the principles of **best value** when making decisions about:

- the allocation of resources to best promote the mission statement, aims and values of the academy;
- 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 Leaders will:

- Make comparisons with other similar schools using data provided by the LA and the Government, e.g. Raise-online, quality of teaching & learning, levels of expenditure;
- Challenge proposals, examining them for effectiveness, efficiency, and cost, e.g. setting of annual pupil achievement targets, extended services provision;
- 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 pupils, and services we receive from providers, e.g. Energy Management.

This will apply in particular to:

- staffing
- use of premises
- use of resources
- quality of teaching
- quality of learning
- purchasing
- learners' welfare and emotional well-being
- health and safety

Governors and Leaders will not:

- Waste time and resources on investigating minor areas where few improvements can be achieved;
- Waste time and resources to make minor savings in costs;
- Waste time and resources by seeking tenders for minor supplies and services.

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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.

Reviewing controls and managing risks

The Academy has established robust, segregation of duties within financial control. The Academy carries out regular monthly financial monitoring through peer to peer checks and via reports to the Resources Committee each half term. Governors challenge decisions makers within the trust on the cost and effectiveness of spending proposals in order to achieve value for money. The Academy Risk Register directs the work of the governors who review and feedback to the Resources Committee. The findings from reviews shape any action plans for future developments and improvements.

Staffing

Governors and leaders will deploy staff to provide best value in terms of quality of teaching, quality of learning, adult-pupil ratio, and curriculum management. The Academy Staffing Structure is reviewed annually to ensure the most appropriate provision for our pupils. School Improvement Officer to take a lead in the monitoring and evaluation of quality teaching and learning and associated provision.

Use of Premises

Governors and leaders will consider 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 / music room / digital media room. The Academy has appointed an Architect to advise the Governors on a Buildings Development Plan and identified projects within the plan will focus the use of Capital funding.

Use of Resources

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

Teaching

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

- a curriculum which meets the requirements of the National Curriculum 2014 and the agreed RE Syllabus, and the needs of pupils;
- teaching that builds on previous learning and has high expectations of children's achievement.

The Academy is a Strategic Partner in the Fylde Teaching School Alliance. This professional partnership has provided opportunities for experts to share delivery and good practice, and to drive up standards.

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Learning

Governors and leaders will review the quality of children’s learning by cohort, class and group, to provide the learning environment which enables children to achieve their individual targets. Pupil Premium Grant funding is used to direct support to eligible and other vulnerable pupils.

Purchasing

Governors and 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;
- procedures for accepting “best value” quotes, which are not necessarily the cheapest;
- procedures that minimise admin time by the purchase of goods or services under £1000 direct from known, reliable suppliers (e.g. stationery, small equipment).

Pupil Welfare

Governors and leaders will review the quality of the learning environment and the school ethos, in order to provide a supportive environment conducive to learning and healthy, active lifestyles.

Health & Safety

Governors and school leaders will review the quality of the learning environment and resources, carrying out appropriate risk assessments, in order to provide a safe working environment for pupils, staff and visitors.

Monitoring

These areas will be monitored for best value by:

- 1) In-house monitoring and moderation by SLT and subject leaders.
- 2) Target setting meetings with teachers.
- 3) Annual Performance Management and mid-year review.
- 4) Annual Budget Planning.
- 5) Headteacher’s termly budget review with the Business Manager.
- 6) Termly visits by the SIP.
- 7) Analysis of school pupil performance data, e.g. SATs results.
- 8) Analysis of DFE financial data, FMS 6 reports, against bench mark data for groups of Schools.
- 9) Analysis of DFE/OFSTED pupil performance data, e.g. ASP and IDSR.
- 10) OFSTED Inspection reports.
- 11) Observations of teaching and learning.
- 12) Governors’ termly committee meetings.
- 13) Full Governing Body meetings.
- 14) Governors’ Annual Strategic Planning day.

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The Governing Body will:

- Discuss 'Best Value' at each Autumn Term meeting of the Resources Committee.
- Review their 'Best Value' statement at each Spring Term meeting.
- Consider 'Best Value' when reviewing Service Contracts.
- Obtain tenders and advice on the installation of any large scale refurbishment of the premises.
- Obtain regular assessment management surveys.

Service Contracts are under annual review and the Academy has identified future contracts to have a best value and fitness for purpose review.

This policy will be kept electronically on the 'Shared Drive'. A paper master copy will be held by the Headteacher. The policy will be shared with stakeholders through the Academy website, App and Governor Hub.

Reviewed by **Academy Trust Accounting Officer** on 18.12.17

Next review: Autumn term 2020