

Value for Money Statement

Academy trust name: Aldridge School A Science College

Academy trust number: 335/5405

Academy trust company number: 07983995

Year ended 31 August 2014

I accept that as accounting officer of **Aldridge School A Science College** 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.

The Governors' Approach

The Governors, together with school leaders have applied the principles of *best value* when making decisions about:

- The allocation of resources to best promotes the aims and values of the school.
- The targeting of resources to best improves standards and the quality of provision.
- The use of resources to best supports the various educational needs of all pupils.

Governors, together with the school and faculty leaders have:

- Made comparisons with other/similar schools using data provided by the accountants and the bench marking facility with from the DFE.
- challenged proposals, examining them for effectiveness, efficiency, and cost, e.g. setting of annual pupil achievement targets
- required suppliers to compete on grounds of cost, and quality/suitability of services/products/backup
- Consulted individuals and organisation on quality/suitability of service we provide to parents and pupils, and services we receive from providers.

This has applied in particular to:

- Staffing levels
- Use of premises
- Use of resources
- Pupil outcomes
- Purchasing
- Pupils' welfare
- Health and safety
- Governors, and the school and faculty leaders have not wasted time and resources on investigating minor areas where few improvements can be achieved
- not wasted time and resources to make minor savings in costs
- not wasted time and resources by seeking tenders for minor supplies and services being mindful of need to requirements of the Academies Financial Handbook.

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, together with the school and faculty leaders have deployed staff to provide best value in terms of quality of teaching, quality of learning, adult-pupil ratio, and curriculum management.

Use of Premises

Governors, together with the school and faculty leaders 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, e.g. Sports Hall and fields.

Use of Resources

Governors, together with the school and faculty leaders have deployed equipment, materials and services to provide pupils and staff with resources which support quality of teaching and quality of learning.

Teaching

Governors, together with the school and faculty leaders have reviewed 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, The National Strategy, the EW Agreed RE Syllabus and the needs of pupils
- teaching which builds on previous learning and has high expectations of children's achievement

Learning

Governors, together with the school and faculty leaders have reviewed the quality of pupils' learning, to provide teaching which enables pupils attempt to achieve nationally expected progress.

Purchasing

Governors, together with the school and faculty leaders have developed procedures for assessing need, and obtaining goods and services which provide "best value" in terms of suitability, efficiency, time and cost. These are set out in the school's finance regulations.

Pupils' Welfare

Governors, together with the school and Guidance and Faculty leaders have reviewed the quality of the school environment and the school ethos, in order to provide a supportive environment conducive to learning and recreation.

Health and Safety

Governors, together with the school and Guidance and Faculty leaders have reviewed the quality of the school environment and equipment, carrying out risk assessments where appropriate, 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 the Headteacher and faculty leaders e.g. classroom practice, work sampling
2. Annual Performance Management
3. Annual Budget Planning
4. Monthly management accounts for review by Finance Committee
5. Visits by our SIP
6. Termly visits by the Responsible Officer
7. Analysis's of school pupil performance data e.g. SATs results, standardised test results, other results, WE schools, similar schools.
8. Analysis of WE pupil performance data
9. Analysis of WE financial data, e.g. against bench mark data for all schools, WE schools, similar schools
10. Analysis of DFE and FFT (Fischer Family Trust) pupil performance data
11. Ofsted Inspection reports.
12. Governors' committee meetings
13. Governors' full termly meetings
14. Governors' Annual Finance Review
15. Trust AGM

Signed:

Name: David Mountney

Academy Trust Accounting Officer

Date: