

Value for Money Statement

Academy trust name: Huncote Community Primary school Academy Trust

Academy trust company number: 08076310

Year ended 31 August 2017

I accept that as accounting officer of Huncote Community Primary school, 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 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.

Introduction

I set out below how I, as the accounting officer, have ensured that the academy trust's use of its resources has provided good value for money during the academic year. This included:

- the economic, efficient and effective use of all the resources in my charge to produce better educational results;
- the avoidance of waste and extravagance;
- the prudent and economical administration of the organisation;
- the establishment and maintenance of a system of financial governance, including sound internal spending controls, keeping up to date financial records, continuous financial monitoring and timely reporting;
- ensuring all financial transactions represent value for money.

The Governors of **Huncote Community Primary School Academy Trust** are committed to achieving Best Value in all decisions made. They are accountable for the way in which the school's resources are allocated to meet the objectives set out in the school's plans. Huncote Community Primary School Academy Trust needs to secure the best possible outcome for pupils sustained in the most efficient and effective way, at a reasonable cost. This will lead to improvement in the school's achievements and services.

Our Approach

We applied the principles of *best value* 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 and the use of resources to fully support the various educational needs of all students. Outlined below are some of the initiatives from the last academic year.

Improving educational outcomes:

Staffing –

- we deployed staff efficiently to provide best value in terms of quality of teaching, quality of learning, staff-student ratio, and curriculum management;

- we deployed staff to support their professional development and sharing of expertise;
- we considered how best to utilise the expertise of staff to manage various areas of responsibility and differing areas of the curriculum.

Teaching/Learning –

- We reviewed the quality of curriculum provision and quality of teaching/learning, to provide:
 - i) a curriculum which meets the requirements of the National Curriculum,
 - ii) teaching which builds on previous learning and has high expectations of student achievement.
- We considered the allocation and use of teaching areas, support areas and communal areas to provide the best environment for teaching & learning; as well as being used by support services and for communal access to central resources, e.g. the library.
- We reviewed the quality of the school environment and the school ethos in order to provide a supportive environment conducive to learning and recreation.

Targeted improvement-

- we made comparisons with other/similar schools using data provided by the LA and the Government, e.g. ASP (Analysing School Performance) on the quality of teaching & learning, and levels of expenditure.
- in-line with the school's improvement plan, areas of the curriculum were targeted with resources and staffing expertise to aim to raise standards in these areas.
- Attendance records have been maintained over the last year and is an area closely monitored by school, this has resulted in last year's attendance levels being placed in the top 20% in the country once again.

Individual Pupil Focus-

- Intervention programmes were reviewed and developed to provide the best possible support for those pupils requiring intervention in their learning, including those that were identified as needing special educational need support.
- This resulted in a reduction in the achievement gap between disadvantaged and non-disadvantaged pupils at the school.

Collaboration-

- The school joined a local teaching alliance and benefited from many collaborative network groups as well as CPD (Continued Professional Development).
- Partnerships with other schools were continued to be forged at a local geographical level and also as a group of partnership schools within the local authority.
- Good practise was shared through network groups for all areas and levels of management within school and lots of collaborative work took place between Heads in small cluster working groups.
- Joint sourcing of services/suppliers was obtained through the groups of schools.

New initiatives:

- The school has undergone a number of phases of a rolling programme of redecoration to improve the internal learning environment for the pupils, the latest CIF bid for new hall windows will complete this.
- The school increased and improved its teaching provision by the installation of a purpose built EYFS base two years ago and this year our PAN (Planned Admission Number) was raised from 24 to 28.

Financial governance and oversight:

The Governors used the principles of Best Value as they apply to secure continuous improvement in this school by:

- discussing and challenging of financial information at finance committee and full governing body meetings;
- regularly reviewing the functions of the school, challenging how and why services are provided and setting targets and performance indicators for improvement;
- monitoring outcomes and comparing performance with similar schools and within the school;
- consulting appropriate stakeholders before major decisions are made;
- promoting fair competition through quotations and tenders to ensure that goods and services are secured in the most economic, efficient and effective way.
- challenging proposals, examining them for effectiveness, efficiency and cost.
- requiring suppliers to compete on grounds of cost, and quality/suitability of services/products/ backup.
- consulting individuals and organisations on the quality/suitability of the service we provided to parents and pupils, and services we received from providers.

Better purchasing:

We 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 (e.g. for goods and services above £5,000)
- 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 £1000 direct from known, reliable suppliers (e.g. stationery, small equipment).

Maximising income generation:

We have worked to generate income through the hire of school facilities to the benefit of the local community.

Reviewing controls and managing risks:

- We reviewed 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.
- The Academy’s system of internal financial control is based on the Financial manual, a framework of regular management information and administrative procedures including the segregation of duties and a system of delegation and accountability.
- The Academy has comprehensive budgeting and monitoring systems with an annual budget and termly financial reports which are reviewed and agreed by the Finance Committee and approved at Full Governing Body meetings.
- Regular reconciliations of bank statements are carried out and checked together with monthly cash flow statements at Senior Leadership Meetings. These are approved at Finance Committee meetings.
- The Risk Register is reviewed annually by the Finance Committee.

The financial position of Huncote Community Primary School Academy Trust can be viewed in the Trust’s end of year accounts for the appropriate period.

Monitoring

These areas will be monitored for best value by:

1. Annual target setting meetings between the Head teacher and Subject Leaders
2. Annual Performance Management
3. Annual Budget Planning
4. Analysis's of school student performance data, e.g. SATs results, standardised test results
5. Analysis of DfE pupil performance data
6. OFSTED Inspection reports
7. Governors' termly committee meetings
8. Full Governing Body termly meetings
9. Self-Evaluation framework

Signed:

Name: Mrs Rachel Cumberlidge

Academy Trust Accounting Officer

Date: 13th December 2017