

# Value for Money Statement

**Academy trust name: Learning Pathways Academy**

**Academy trust company number: 07984238**

**Year ended 31 August 2013**

I accept that as accounting officer of Learning Pathways Academy trust 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 trustees and governing bodies are accountable for the way in which the school's resources are allocated to meet the objectives set out in the school's development plans. Trustees and 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

Trustees and Governors will apply the 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 LEA 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 Approach

The Trustees, Governors and academy staff will apply 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.
- the use of resources to best support the various educational needs of all pupils.

The Trustees, Governors and academy staff will:

- make comparisons with other/similar schools using data provided by the LEA and the Government, e.g. benchmarking tools, quality of teaching & learning, levels of expenditure
- challenge proposals, examining them for effectiveness, efficiency, and cost, e.g. setting of annual pupil achievement targets
- 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

This will apply in particular to:

- staffing
- use of resources
- quality of teaching and learning
- purchasing
- pupils' welfare
- health and safety

Trustees, Governors and academy staff:

- 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.

The Trustees, Governors and academy staff will:

**Staffing** - deploy staff to provide best value in terms of quality of teaching, quality of learning, adult-pupil ratio, and curriculum management.

**Use of Premises** - 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** - deploy equipment, materials and services to provide pupils and staff with resources which support quality of teaching and quality of learning.

**Teaching** - 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, National Literacy Strategy, National Numeracy Strategy, the LA Agreed RE Syllabus, and the needs of pupils; and which builds on previous learning and has high expectations of children's achievement.

**Learning** - review the quality of children's learning, by cohort, class and group, to provide teaching which enables children to achieve nationally expected progress, e.g. setting of annual pupil achievement targets and striving to improve on or maintain previous years exam results and attendance.

**Purchasing** - 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 goods and services in excess of £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 £5000 direct from known, reliable suppliers (e.g. stationery, small equipment)

**Pupils' Welfare** - 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** - review 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 will be monitored for best value by:

1. In-house monitoring by the Leadership team, e.g. classroom practice, work sampling
2. Termly target setting meetings between the Headteacher and Leadership team
3. Staff Appraisal
4. Annual Budget Planning
5. Headteacher's regular finance review

6. Analysis's of school pupil performance data, e.g SATs results, and standardised test results against similar LA schools
7. Analysis of financial data against bench mark data for similar schools
8. Analysis of DFE pupil performance data
9. OFSTED Inspection reports
10. Trustees termly board meetings
11. Governors' termly committee meetings
12. Governors' full termly meetings
13. Trust Board and Governors' Annual Finance Review

The Trust Board will:

- hold an annual performance plan meeting to set targets for improving pupil achievement.
- hold an annual development plan meeting at its first meeting of the Autumn Term .
- discuss "Best Value" at each Autumn Term meeting.
- review their "Best Value" statement at each Spring Term meeting.

**Signed:**

**Name: Andrew Smith**

**Academy Trust Accounting Officer**

**Date: 25 November 2013**