

# Value for Money Statement

**Academy trust name: BRINE LEAS SCHOOL**

**Academy trust company number: 7344747**

**Year ended 31 August 2013**

I accept that as accounting officer of **Brine Leas 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 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.

## **Brine Leas School**

### **Best value principles**

Cost should never be the sole factor by which a decision is made regarding what goods or services to order, e.g. lower maintenance costs and a longer life span for a product can mean that money is saved in the medium to long term. After sales service and supplier reliability are benefits that are significant factors to consider over cost. To establish whether a price is competitive three quotes are obtained in line with our Scheme of Delegation limits. The school's resources are allocated to meet the objectives set out in the School Development plan and we strive to secure the best possible outcome for pupils in the most effective and efficient way, in order to achieve continuous improvement. This is particularly the case with the delivery of the curriculum which will vary from year to year either due to our own needs or those imposed on us externally. When looking at the provision of goods and services to the school, the Governing Body follows the principles of the 4 C's.

- **Consult** students, staff and the wider community on the direction of the school and what resources are required to deliver the vision. This is done through surveys and meetings.
- **Compare** performance with that of others providing a similar service. Effectively this means benchmarking data and this is provided to the Governors annually. We check trade journals, catalogues and magazines; we consult LA supplies catalogues and contact other schools. The Chimney House Group share contacts and procurement methods to obtain best value by group purchasing. We fully utilise the Internet and undertake extensive research. We consult DFE

benchmarking website and also commissioned (2013) a commercial benchmarking report. We strive to ensure that offers of discounts are taken up if appropriate.

- **Challenge** why and how a service is being provided. This is done on different levels. Firstly when writing the School Development Plan, secondly when planning the budget to deliver the School Development Plan and thirdly by Governors when setting and approving the budget. We also regularly see different providers of services to ensure that we are following the best advice and test against the current market.
- **Compete** as a means of securing efficient and effective service. We seek several quotations or formal tenders. (see section on financial limits within Finance Policy)). We often collate orders from several departments in order to procure discounts. Different payment methods are used in order to obtain the best terms and conditions available.

Procurement will also take into consideration the use of local suppliers and tradesmen wherever possible providing it does not compromise the value or quality of the product or service.

These principles will be applied by the Governors and School Managers when making decisions in relation to:

The allocation of resources in order to promote the aims and principles of the school.

The targeting of resources in order to improve standards and the quality of provision.

The use of resources in order to support the educational needs of all our students.

This will be achieved by ensuring the following action is taken:

Comparisons to be made against other similar schools by using data provided by the LA/Government e.g. benchmarking and through networking with local colleagues.

Proposals are challenged to ensure effectiveness and efficiency e.g. Contract review and negotiation.

Suppliers are to compete on grounds of cost, quality and suitability of product or service, also considering after sales service or support e.g. ICT services.

Governors and School Managers will deploy staff to provide best value in terms of quality of teaching and learning, pupil/teacher ratio and curriculum management. (This will vary from year to year based on demand for courses and the aptitude of a particular Year group)

The quality of curriculum provision and quality of teaching will be reviewed regularly.

The quality of student's learning, which enables them to achieve the national expected progress, will be reviewed.

The school environment and ethos will be reviewed in order to provide a supportive environment conducive to learning and recreation.

The allocation and use of teaching, support and communal areas will be considered in order to provide the best environment for teaching and learning.

Procedures are in place to access the need for resources. Goods and services will be obtained which provide the 'best value' in terms of suitability, efficiency and time.

The quality of the school environment and equipment will be reviewed in accordance with Health and Safety by carrying out risk assessments in order to provide a safe working environment for students, staff and visitors.

The pursuit of minor improvements is not considered to be cost effective if the administration involves substantial time on research.

Monitoring and evaluation of the above principles and practices will be achieved by:

- In house monitoring of classroom practice and work samples.

- Target setting meetings

- Annual performance management

- Benchmarking data

- Annual budget planning

- Monthly financial reporting and reviewing

- Analysis of student's performance data

- Use of external reports 9SIP visits and Departmental Reviews commissioned from Liverpool LA

- Analysis of EFA and LA financial data

- Ofsted Inspection reports

- External Awards such as investors in People, inclusion Award etc

Future developments and best value will be achieved by:

Producing a three year School Development Plan incorporating the annual SDP.

Staffing reviews undertaken to match the three-year plan.

Matching buildings development to the three-year plan.

Reviewing this 'Best Value' statement on an annual basis.

Signed: *A.M. Cliffe*  
Name: *A.M. CLIFFE*  
Academy Trust Accounting Officer  
Date: *13/12/13*