

Fred Longworth High School



Value for Money Statement

Academy trust name: Fred Longworth High School

Academy trust company number: 7733109

Year ended 31 August 2014

I accept that as accounting officer of Fred Longworth High 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.

Introduction

The governing body is accountable for the way in which the school's resources are allocated to meet the objectives set out in the school's improvement plans. The Governors of Fred Longworth High School are committed to achieving Best Value in all decisions made, to secure the best possible outcome for its students in the most efficient and effective way, at a reasonable cost. This will lead to continuous improvement in the school's achievements and services.

The principles of Best Value are:

- **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 students and parents want?
- **Compare** – How does the school's student performance and financial performance compare with other schools?
- **Consult** – How does the school seek the views of appropriate stakeholders about the services the school provides, before decisions are made?
- **Compete** – To ensure that the school promotes fair competition through quotations and tenders to ensure that goods and services are secured in the most economic, efficient and effective way.

Why the statement is needed

Best Value is a statutory duty to secure continuous improvement in the way that services and functions are exercised by the most economic, efficient and effective means possible. Whilst best value does not apply statutorily to school governing bodies, schools are expected to demonstrate that they are following best value principles in their expenditure of public money, and as part of their evaluation of standards, the curriculum, and partnership with parents and management. This is not a new process, but an opportunity to build on what the school has already achieved.

The benefits of a Value for Money Statement

The introduction of Value for Money statement will provide a number of key benefits to the school.

- The statement will formally establish, and help to highlight, the governors' commitment to creating a best value culture throughout the school.
- The statement will raise awareness of the benefits the school can obtain from working towards a best value culture.
- The statement will help to clarify governor and staff responsibilities in relation to best value.
- The statement will provide a framework within which the school can work towards creating a best value culture.

The Governors' Approach

The principles of Best Value will be applied 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 students;
- monitoring and evaluating the performance of the school; and
- managing the performance of the staff.

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. Therefore governors and school managers:

- do not waste time and resources on investigating minor areas where few improvements can be achieved;
- do not waste time and resources to make minor savings in costs;
- do not waste time and resources by seeking tenders for minor supplies and services.

As part of the Best Value and self-evaluation processes Governors are committed to:

- make comparisons with other/similar schools using data provided by the Local and National Government, eg, Raise On-line, quality of teaching and learning, levels of expenditure/salaries;
- challenge proposals, examining them for effectiveness, efficiency and cost, eg, setting of annual student achievement targets, expansion or contraction of student numbers;
- require suppliers to compete on grounds of cost and quality/suitability of services/products/backup, eg, provision of computer suite, redecoration;
- consult individuals and organisations on quality/suitability of service we provide to parents and students, and services we receive from providers, eg. LA buyback services;
- concentrate their efforts and resources into the review of areas that will result in significant improvement to aspects of the school's performance; and
- use students' viewpoints where most appropriate.

This will apply in particular to:

- leadership and management;
- staffing;
- use of premises;
- use of resources;
- financial management;
- quality of teaching;
- quality of learning;
- purchasing;
- students' welfare;
- health and safety.

Staffing

Governors and school managers have deployed staff to provide Best Value in terms of quality of teaching, quality of learning, adult:student ratio, curriculum management, and professional development of staff to ensure continuing improvement in the school's achievements.

Use of Premises

Governors and school managers 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.

Use of Resources

Governors and school managers have deployed equipment, materials and services to provide students and staff with resources which support the raising of standards through the quality of teaching and the quality of learning.

Teaching

Governors and school managers have reviewed the quality of curriculum provision and quality of teaching to provide parents and students with:

- a curriculum which meets the requirements of the National Curriculum;
- KS3 strategy – the 14 -19 Strategy – and the needs of students of all abilities; and
- teaching which builds on previous learning and has high expectations of student's achievements.

Learning

School managers continually review the quality of student's learning, by cohort, class and group, annually, to ensure the provision of teaching which enables students to achieve at their maximum potential, through the setting of annual student achievement targets.

Purchasing

Governors and school managers have developed procedures for assessing need, and obtaining goods and services which provide "best value" in terms of suitability,

efficiency, time and cost. These procedures will comply with the School Standing Orders and Financial Regulations. Measures already in place include:

- competitive tendering procedures;
- procedures for accepting "best value" quotes, which are not necessarily the cheapest (eg, suitability for purpose and quality of workmanship);
- the use of YPO or similar consortia for the purchase of goods offered at preferential rates to members.

Students' Welfare

Governors and school managers review the quality of the school environment and the school ethos, in order to provide a supportive environment conducive to learning, social, moral and personal development, and recreation.

Health and Safety

Governors and school managers review the quality of the school environment and equipment, carrying out risk assessments where appropriate, in order to provide a safe and stimulating working environment for pupils, staff and visitors.

Monitoring

These areas have and continue to be monitored for Best Value by:

- 1 In house monitoring by the Headteacher and curriculum managers, eg, classroom practice, work sampling, learning walks, analysis of student performance.
- 2 Analysis of school student performance data, eg, termly progress of students, SATs results, GCSE examinations, standardised test results, against all schools, LA schools, similar schools etc.
- 3 Analysis of DfE student performance data, eg, Raise On-line.
- 4 Analysis of LA student performance data, eg, Fischer Family Trust data, CATS.
- 5 Termly target setting meetings between the Headteacher and curriculum managers.
- 6 Annual Performance Management – Outcomes/main findings of Performance Management of Staff to determine forthcoming plans for the continuing professional development of staff.
- 7 Annual Budget planning, prioritising student achievement and progress, including challenging historical expenditure and targeting available resources to deliver the SIP.
- 8 Headteacher's monthly financial review, provision of detailed budget monitoring statements, with variance analyses, to the governing body on a termly basis.
- 9 Analysis of financial data, LA local benchmarking information, national benchmarking data, salary comparisons.
- 10 Periodic visits by the School Improvement Partner.
- 11 Monthly/termly/annual visits by the appointed Responsible Officer (Wigan Council) and External Auditors (Haines Watts).
- 12 OFSTED Inspection records.
- 13 Governors' termly committee meetings.
- 14 Governors' full termly meetings.
- 15 Governors' Annual Finance Review.
- 16 Governors' Annual Target Setting Meeting.

Evidence of Achievement

For the 2013/14 academic year, the results for the school saw over 69% of students achieving at least 5 A*-C GCSE or equivalent including English & Maths. 83% of students made 3 or more levels of progress in Maths and 75% made 3 or more levels of progress in English, both are above the national average. The attendance target of 95.2% was exceeded in 2013/14 as the upward trend continues.

Signed: *J.H. Garretts*

Name: *J.H. GARRETT*

Academy Trust Accounting Officer

Date: *1st December, 2014*