

Value for Money Statement

Academy trust name: Lindley Church of England Infant School

Academy trust company number: 09058698

Year ended 31 August 2014

I accept that as accounting officer of **Lindley Church Of England Infant 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.

Improving Educational Outcomes

Targets and priorities were identified in the school improvement plan for 2013-14 to improve educational outcomes for all pupils. These targets were continually monitored through Governing Body committees and through regular governor visits. The impact of the activities detailed in the targets were:

- Standards in maths improved by building enthusiasm and encouraging pupils to take more responsibility for their own learning by drawing upon their preferred learning styles.
- All children make very good progress in all areas of the curriculum by meeting their learning needs through a 'challenge for all' approach, raising standards, expectations and challenge for all groups.
- The Early Years Foundation Stage Profile was fully embedded into the curriculum, giving every child the foundations for making progress and opportunity for challenge.
- Challenge for All meets the individual needs of all children through timely, accurate and effective feedback, assessment, recording and reporting.
- Our core Christian values are firmly embedded in all aspects of school life to ensure that all members of our school community can live and work happily together
- Collective Worship reflects the Christian Nature of the school
- There is consistency and accuracy in the judgements of all leaders responsible for the appraisal and development of teachers.
- All employees have the benefit of a working environment that creates a sense of well-being and security.

Targeted improvement:

The staffing structure was reviewed in September 2013 to ensure all staff were deployed to provide best value according to their skills set and to ensure progress and outcomes for children are maximised. For example an experienced member of staff was asked to move to another year group whilst the year group co-ordinator was on maternity leave.

Resources are targeted in order to provide the best curriculum provision for all pupils. For example, our Sport Premium funding is used to pay for a sports coach in collaboration with the Pennine Sports Partnership to work alongside teachers in Year 1&2 for 1 day a week in order to develop high quality teaching and learning in sport & PE

External accreditation is sought for areas of school life which we feel have an impact on children's outcomes. For example this year the school was awarded Food for Life Bronze.

Performance management is at the heart of improving staff performance. The performance management process was clearly linked to the school improvement plan targets for all members of staff.

The school trust ensured that all staff had access to appropriate and timely CPD activities to improve the quality of teaching and learning and enhance curriculum provision. For example investment in planning the new curriculum was planned for prior to its implementation in September 2014. Funding was allocated to CPD which directly relates to priorities on the School Development Plan.

Focus on Individual Pupils:

The Senior Leadership Team track attainment and progress through detailed analysis of individual pupils. Targeted interventions are provided for children who are shown to be potentially underachieving or not making expected progress. The class teachers with the support of the SENCo provide detailed information on intervention maps to show how the needs of individual children are being met.

Pupil Premium funding is allocated according to the needs of the children. The school targets the pupil premium funding at the most disadvantaged pupils to ensure their attainment and progress is in line with the rest of the cohort.

Collaboration:

The school is a member of an informal collaboration of a Church School Partnership where Headteacher's and RE co-ordinators from 11 schools meet regularly to discuss current educational issues. The partnership recently organised a training partnership day where children from 11 schools came together to work collaboratively on RE and share good practice back in their own schools.

The school is closely linked with a network of five other church schools across the Diocese of West Yorkshire and the Dales who share good practice and information in order to raise standards.

The school is a member of the Pennine Sports partnership where we share the benefit of a partnership co-ordinator across 5 schools. The co-ordinator organises staff training, pupil training, extra-curricular activities and competitive events across the pyramid. The school shares the services of an Enrichment Activities Facilitator across the pyramid of 5 schools. The EAF is employed to access alternative funding streams for the benefit of all schools, providing enrichment activities.

New Initiatives:

During the budget setting process we ensure funds are targeted specifically at school improvement priorities in order to implement new initiatives. We analysis the need for service level agreements and where appropriate re-invest the funds back into school. For example this year we cancelled our SLA agreement for borrowing library books and now have a buying programme to purchase our own library books.

Quantifying Improvements:

Attainment at the end of Key Stage 1 is significantly above national average in all areas and has been consistently above for at least the last 5 years.

Attendance is the highest it has been for 5 years and is above both Kirklees and National averages.

Behaviour is shown to be outstanding as evidenced by OFSTED (2007) and SIAS (2012) All teaching is at least good or outstanding as evidenced through a rigorous programme of monitoring teaching and learning. This will continue to impact on progress and attainment

Financial Governance and Oversight:

Our governance arrangements include regular monitoring by the Finance and Audit committee and full Governing Body. They receive regular financial reports an and ask relevant questions as evidenced in the minutes. During the conversion process we had 2 accountants on the Governing Body and resources committee. The work of these committees is further informed by regular Responsible Officer support from a partnership which we have with Revell Ward Accountants.

In the 2 months covered by this period (the school converted to an Academy on 1 July 2014) the governors have supported and challenged the budget setting process for school conversion. The challenge was to ensure sufficient contingency was included to

cover any anticipated risks during and following conversion. This included the prudent allocation of spending of the £25,000 conversion grant.

Better purchasing:

Prior to conversion all contracts and service level agreements were appraised and re-negotiated in a timely manner. New contracts (three yearly or annual) have been entered into to ensure reduced costs where it was felt beneficial. For example we have secured a 3 year contract with the new telephone system.

Expiring contracts are appraised and where possible are re-negotiated to ensure the school achieves best quality, effectiveness and the best value for money. Alternative purchasing options are explored both online and direct through suppliers to find the best value. We implement a 3 quote process for significant purchases and/or contracts eg new telephone system and photocopier replacement.

The finance manager has been influential in driving down costs through better procurement, thorough financial monitoring and negotiation eg Grounds maintenance

Benchmarking

The School benchmarks itself against other comparative organisations. This information is presented to the resources committee and used to make potential savings when planning future budgets.

Options appraisal

Options appraisal are carried out as part of the decision making process for all aspects of the budget. This is carried out during the budget planning process. The costs and benefits would be appraised in order to achieve the best value for money over time.

Economies of scale

The trust regularly takes opportunities to work collaboratively with other schools and academies to reduce and share administration and procurement costs and the costs of staff training. For example the Church School Partnership recently organised a training session which was offered to all schools in Kirklees and Calderdale.

Maximising Income Generation:

With the help of our Enrichment Activities facilitator we have secured £9,998 from Awards for All to improve the outdoor learning area for our Reception children and £29,900 from a Sport England Bid to install a sports facility in the school playground.

Our parents group (FOLIS) organises fund raising activities during the year and this funding is targeted specifically to promote current initiatives in school.

Wherever possible we take advantage of offers of free support from ethical or recommended sources. For example, we were offered free web design and hosting for 2 years through a company recommended to us through the Diocese.

Reviewing controls and managing risks:

The resources committee, finance manager, senior leadership team and other budget holders regularly review their budget reports and plan for future spending. This has ensured that spending is within budget and forward budget spending is agreed and implemented where there are any variances.

Actions taken to manage risk include the purchase of an appropriate level of insurance cover, following consultation with the school's broker. Professional advice has also been sought when appropriate, for example HR advice and legal cover.

Future developments:

We recognise the need to continue developing relationships with other academies and local schools in order to benefit from economies of scale in procuring products and services, developing staff and sharing knowledge, skills and expertise.

The trustees have an aspirational vision for the school to continue to improve through better systems that lead to better outcomes for pupils. Value for money is a key part of ensuring we are able to do this.

Signed:

Name: Mrs Nicola D Beaumont

Academy Trust Accounting Officer

Date: 19th December 2014