

**SOUTH SHROPSHIRE ACADEMY TRUST  
(CHURCH STRETTON SCHOOL)**

**ACADEMY TRUST NO: 08439425**

**VALUE FOR MONEY STATEMENT**

**Year ended 31 August 2018**

I accept that as accounting officer of The South Shropshire 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.

***Introduction***

The Trust is 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 strive to secure the best possible outcome for pupils, in the most efficient and effective way, at a reasonable cost. This practice leads to continuous improvement in the Trust's achievements and services.

***What Is Value for Money?***

Trustees apply the four principles of *value for money*:

- **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 other academies/schools? How does it compare with similar academies/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 Trustees' Approach***

The Trustees and school managers apply the principles of best value when making decisions about:

- The allocations 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.

Trustees, and the school managers:

- Make comparisons with other/similar schools using data provided by the DfE and the Government e.g. benchmarking, quality of teaching & learning, levels of expenditure.
- Challenge proposals, examining them for effectiveness, efficiency, and cost, e.g. setting of annual pupil achievement targets, reduction to 4 form entry and PAN.
- Require suppliers to compete on grounds of cost, and quality/suitability of services/products/backup, e.g. provision of new training suite, flooring, redecoration
- Consult individuals and organisations on quality/suitability of service we provide to parents and pupils, and services we receive from providers, e.g. Sex and Relationships Education, pupil reports,, assigned inspector, OFSTED, maintenance consultant.

This applies in particular to:

- Staffing
- Use of premises
- Use of resources
- Quality of teaching
- Quality of learning
- Purchasing
- Pupils' welfare
- Health and safety

Trustees and school managers:

- 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.

### ***Staffing***

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

### ***Use of Premises***

Trustees and school managers 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***

Trustees and school managers' I 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, and the needs of pupils.
- Teaching which builds on previous learning and has high expectations of children's achievement.

### ***Learning***

Trustees and school managers review the quality of children's learning, by cohort, class and group, to provide teaching which enables children to achieve nationally expected progress.

### ***Purchasing***

Trustees and school managers 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 £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 of services under £1,000 direct from known, reliable suppliers (e.g. stationery, small equipment)

### ***Pupils' Welfare***

Trustees and school managers 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***

Trustees and school managers 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 are monitored for best value by:

1. In-house monitoring by the Principal/Business Manager and curriculum managers, e.g. classroom practice, work sampling.
2. Termly target setting meetings between the Head of School and curriculum managers.
3. Annual Performance Management.
4. Annual Budget Planning.
5. Business Managers monthly financial review.

6. Analysis's of school pupil performance data, e.g. GCSE results, LA schools, similar schools/academies.
7. Analysis of pupil performance data.
8. Analysis of financial data, e.g. against bench mark data for all schools, acadmies/ schools, similar schools.
9. Analysis of DfE pupil performance data.
10. OFSTED Inspection reports.
11. Trustees Termly committee meetings
12. Trustees' full Termly meetings
13. Trustees' Annual Finance Review
14. Trustees' Annual GCSE Target Setting Meeting
15. Trustees' Annual Development Plan Meeting
16. Trustees' Annual Report to Parents.

Signed:  .....

**Name: John Parr**

**Academy Trust Accounting Officer**

**Date: November 18**