



## **Value for Money Statement**

**Academy trust name: Standish St Wilfrid's Church of England Primary Academy**

**Academy trust company number: 8561302**

**Year ended 31 August 2014**

I accept that as accounting officer of St Wilfrid's Church of England Primary Academy 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.

We are committed to achieving Best Value in all decisions made, 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 academy's achievements and services.

The academy upholds the principles of Best Value which are:

- **Challenge** – Is the academy's performance high enough? Why and how is a service provided? Do we still need it? Can it be delivered differently? What do pupils and parents want?
- **Compare** – How does the academy's pupil performance and financial performance compare with other schools?
- **Consult** – How does the academy seek the views of appropriate stakeholders about the services the school provides, before decisions are made?
- **Compete** – To ensure that the academy promotes fair competition through quotations and tenders to ensure that goods and services are secured in the most economic, efficient and effective way.

### **Improving Educational Results:**

Governors and senior members of staff review the quality of pupil learning by year, class and group, to provide teaching which enables pupils to achieve above nationally expected progress.

We have ensured that resources are directed where they are most needed and most effective in meeting education requirements.

- Targeting resources in key subject areas such as Maths and English.
- Targeting use of Pupil Premium Grant funding in order that pupils have the opportunity to raise their individual levels of attainment which will result in improved educational outcomes.

Standards remain very high in all core subjects and achievement/progress.

## COMPARATIVE RESULTS AT KS2

### School Performance KS2

#### Key Stage 2 Results 2014

These tables show the percentage of Year 6 pupils achieving each level in 2014, compared to national end of Key Stage 2 Teacher Assessment Levels and Test Results for 2013. Results have been broken down by gender. The number of eligible children is: 60. Figures may not total 100 per cent because of rounding.

TEACHER ASSESSMENT COMPARATIVE REPORT BY GENDER KS2 2014 (Compared to National Results 2013)												
			Percentage at each level									
			W	1	2	3	4	5	6		D	A
English	All	School	0	0	2	3	33	62	0		0	0
		National	1	1	2	10	48	37	1		0	0
	Boys	School	0	0	3	5	36	56	0		0	0
		National	1	1	3	12	51	31	1		0	0
	Girls	School	0	0	0	0	29	71	0		0	0
		National	0	0	2	7	45	44	2		0	0
Mathematics	All	School	0	0	2	0	22	68	8		0	0
		National	1	0	2	10	45	36	6		0	0
	Boys	School	0	0	3	0	18	69	10		0	0
		National	1	1	2	10	42	36	7		0	0
	Girls	School	0	0	0	0	29	67	5		0	0
		National	0	0	2	10	47	35	5		0	0
Science	All	School	0	0	2	0	18	80	0		0	0
		National	1	0	2	10	50	38	0		0	0
	Boys	School	0	0	3	0	15	82	0		0	0
		National	1	1	2	11	48	37	0		0	0
	Girls	School	0	0	0	0	24	76	0		0	0
		National	0	0	1	9	51	38	0		0	0

A represents pupils who were absent  
D represents pupils who have been disapplied from the national curriculum  
W represents pupils who were working towards but have not yet achieved the standards needed for level 1

SCHOOL TEST RESULTS 2014 (Compared to National Results 2013)									
		Percentage at each level							
		B	3	4	5	6		N	A
Grammar Punctuation & Spelling*	School	2	8	12	73	5		0	0
	National	3	20	26	46	2		3	0
Reading	School	2	3	15	80	0		0	0
	National	3	8	41	44	0		2	0
Mathematics	School	2	0	23	55	20		0	0
	National	3	11	44	35	7		1	0

A represents pupils who were absent.  
B represents pupils who were working below the level of the test  
D represents pupils who have been disapplied from the national curriculum.  
N represents pupils who took the tests but failed to register a level  
T represents pupils working at the level of the assessment but unable to access the test.  
W represents pupils who were working towards but have not yet achieved the standards needed for level 1.



### **Financial Governance and Oversight:**

Termly budget monitoring reports are sent to all budget holders for checking. A monthly budget monitoring report is produced for the Headteacher who discusses variances with the School Business Manager and instructs any corrective action to be taken. The Asset Committee meets at least once every term. They receive the Budget Monitoring Report in advance of the meeting which enables them to ask relevant and challenging questions as evidenced in the minutes. The Annual Budget is approved by the Full Governing Body and Annual Accounts are approved at the AGM.

Termly Audit visits are in place along with rigorous segregation of duties.

### **Better Purchasing:**

Examples of steps taken to ensure value for money in purchasing include:

- Exploring alternative purchasing options both on-line and direct through suppliers to find the best value.
- Working with other local schools in partnership to identify products and services which can be procured across a number of schools in order to drive down costs and/or negotiate favourable rates.
- Implementing a tender process for significant purchases.
- The School Business Manager is proactive in driving down costs through better procurement and negotiation including property management, school insurance and catering.
- Contracts are renewed on an annual basis except where there are significant savings to be made through agreement to a longer term.

### **Better Income Generation:**

Examples of steps to maximise income include:

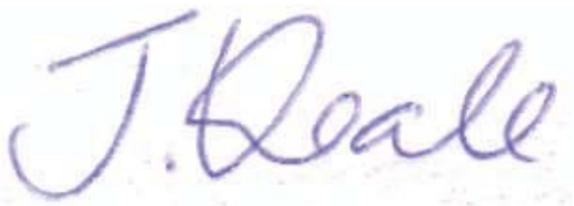
- Regular letting of both the school building and swimming pool ensures additional funding is raised towards the upkeep of the site.
- Deployment of the Headteacher as a National Leader of Education on a daily charge out rate.
- Hosting trainee teachers.

### **Reviewing Controls and Managing Risk:**

Actions taken to manage risk include the purchase of an appropriate level of insurance cover. Professional advice (e.g. HR/Legal) is also sought as and when required.

**Future Objectives:**

- To ensure the correct balance between staffing efficiencies and providing a balanced curriculum for our pupils.
- To continue to develop relationships with other academies/local schools in order to benefit from economies of scale in procuring products and services, developing staff and sharing knowledge, skill and expertise.

A handwritten signature in blue ink that reads "J. Kneale". The signature is written in a cursive style with a large initial "J" and a distinct "Kneale".**Signed:****Name:** Mrs Janet Kneale**Academy Trust Accounting Officer****Date:** 17<sup>th</sup> December 2014