



## **Value for Money Statement**

### **Skelton primary School 'A Primary Academy'**

**Company Number: 08693259**

**Year ended 31 August, 2014**

I accept as Accounting Officer at Skelton Primary School I am responsible and accountable for ensuring that the Academy 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's use of its resources has provided good value for money during the academic year.

#### **Improving educational outcomes.**

The school achieved a good Ofsted report in 2012, since then the school has strived to continue to develop and improve in all areas including the achievement of our pupils, teaching & learning, behaviour and leadership and management. The School is continuing to improve and is looking to become an outstanding school.

We have ensured that resources are directed where they are most needed and most effective in meeting educational needs by targeting resources in line with the School Improvement Plan (SIP). The Key headlines of the School Improvement Plan are to support and improve the following areas:-

- Attainment
- Teaching & Learning
- Behaviour & Safety
- Leadership

These areas have been targeted by investing in

- bespoke staff CPD
- introduction of KS1 Booster sessions
- reading books
- phonic resources
- standardised literacy/numeracy walls and focused learning walks
- PIXL Programme
- LA Assessment training
- Attendance boards and rewards
- Governor training
- Team Leader time
- Team Teach

## Targeted Improvement

The Staffing Structure is reviewed termly formally but continually referred to, to ensure that provision best matches the needs of the wider school family.

Investment has also focussed on reducing the teaching ratio in high risk year groups and also providing 1-1 TAs for our most vulnerable pupils who as yet do not have an early health care plan and so do not receive any special needs funding. Reading has been targeted within response to data. A new phonics programme has been introduced to school: FS/Y1 within the first year requiring significant investment.

PIXL has helped to address key groups of under achievers with focus intervention.

## Focus on individual Students

- Initiatives to accelerate the progress of all groups of children (with a focus on pupils on FSM pupils).
- Developing the assessment, tracking and monitoring processes to ensure data is used to inform planning, target interventions and support differentiation, including regular internal and Senior Leadership Team meetings to review progress and impact of interventions for different groups of pupils.
- Developing new staff Performance Review and Appraisal processes for effective monitoring of performance.

The effectiveness of these strategies can be seen in improved pupil outcomes, staff observations and preparations for delivery of a new curriculum.

## Collaboration

Networks have been extensively established within the immediate locality and further afield to focus solely on developing teaching and learning standards and are a wonderful opportunity for our staff to celebrate their own achievements and 'magpie' ideas from others! They include primaries, secondaries, a special school and initial teacher training.

## Quantifying Improvements

- Year one phonics data achieved 65% evidencing a three year continuous improvement
- Key Stage 1 data illustrates a significant improvement in achievement at both 2b and the higher levels evidencing a three year trend.
- RAISE online data shows VA 2013 of: 101.8 with 15.9pp progress across KS2 evidencing a three year continuous improvement
- Personalised learning to meet the needs of our young children, a significant percentage of whom join us well below expected levels
- Aspirational in house targets of 4 points progress a year by all groups of learners

- Attendance has reached an all-time high of 95.5% due to a more proactive response to persistent absence

## **Financial Governance and Oversight**

As Accounting Officer I have the responsibility for reviewing the effectiveness of the systems of internal control. During the year the review has been informed by regular monitoring by the Board of Directors and its committees, including the Resources Employment and Finance Committee and Audit Committee. They receive regular financial reports and ask relevant questions as evidenced in the minutes. There is an experienced finance specialist on the Board of Governors and also a Secondary School Principal.

The work of these committees is further informed by regular Responsible Officer reports following termly Internal Assurance monitoring visits undertaken by Evolution.

I receive monthly management accounts and review month end accounting procedures. The Resource Employment and Finance & Audit Committee is a sub-committee of the main board of trustees. The GB is required to obtain independent oversight of the Academy's financial affairs. The main purpose of this is to assure the GB that:

- The financial responsibilities of the GB are being properly discharged;
- Resources are being managed in an efficient, economical and effective manner;
- Sound systems of internal financial control are being maintained; and Financial considerations are fully taken into account in reaching decisions

## **Better Purchasing:**

The Governors and school managers have applied the four principles of *best value (Challenge, Compare, Consult, and Compete)* 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 pupils.

Governors, and the school managers, have:

- three quotations are required for all expenditure over a £1000. Where three quotations cannot be obtained, for instance a sole supplier, this must be approved by SBM or Head teacher in all cases.
- required suppliers to compete on grounds of cost, and quality/suitability of services/products/backup, e.g. provision of ICT equipment, redecoration
- consulted individuals and organisations on quality/suitability of service we provide to parents and pupils, and services we receive from providers
- Explored alternative purchasing options both on-line and direct through suppliers to find the best value.
- Worked with other local schools in partnership to identify products and services that can be procured across a number of schools in order to drive down cost and/or negotiate favourable rates

## **Reviewing Controls and Managing Risks:**

Evolution the Academy Auditors, carry out termly Internal Assurance checks which provide Governors with independent assurance that;

- The financial responsibilities of the Governing Body are being properly discharged;
- Resources are managed in an efficient, economical and effective manner;
- Sound systems of internal control are being maintained; and financial considerations are fully taken into account in reaching decisions

The Academy has a Financial Control Checklist to review the level of internal control with a view to assessing the likelihood/impact of any risk arising from controls not being in place. The nominated risk areas are;

- Governance
- Income
- Purchasing
- Receipt of Goods
- Assets
- Payroll
- Insurance
- Voluntary Funds

This Financial Risk and control check list reviewed termly by the Resource Employment and finance Committee.

**Signed:**



**Sarah Walker**

**Head Teacher and Accounting Officer**

**Date:** 17.12.14