

The Bellbird Primary School



Value for Money Statement

January 2022

(To be reviewed January 2024)

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 development plan. Governors need 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 school's achievements and services.

What is Value for Money?

Value for money is about balancing:

Economy- Minimising the costs of resources used for goods and services

Efficiency-The relationship between outputs and the resources used to produce them

Effectiveness- The extent to which objectives have been achieved

Obvious pitfalls to avoid include:

- buying too cheaply and hence paying more in the long term
- spending disproportionate resources such as time in the pursuit of small gains (though this is tempting when budget pressures are very tight)
- confusing outcomes with outputs (although much of the education regime is dominated by outputs so we need to think of both)
- creating perverse incentives
- changing the culture of the school in an undesirable way (e.g. creating a 'penny-pinching' culture)

How do we achieve value for money?

Some of the key tools to achieve value for money can be found in the questions on which the former ' Best Value' regime for public bodies was based:

- **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 similar schools?
- **Consult** - How does the school seek the views of stakeholders about what the school does?
- **Compete** - How does the school secure efficient and effective services? Are services of the appropriate quality and economic?

Our General Approach

The governors and school managers will apply the principles of value for money 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, will:

- make comparisons with other/similar schools using data provided by the LA and the Government, e.g. quality of teaching & learning, levels of expenditure
- challenge proposals, examining them for effectiveness, efficiency, and cost, e.g. setting of annual pupil achievement targets.
- require suppliers to compete on grounds of cost, and quality/suitability of services/products/backup, e.g. provision of computers, redecoration
- consult individuals and organisations on quality/suitability of the services 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 etc

This will apply in particular to:

- staffing
- use of premises
- use of resources
- quality of teaching
- quality of learning
- purchasing
- pupils' welfare (including safeguarding)
- health and safety

Governors 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

Governors and school managers will deploy staff to provide value for money in terms of quality of teaching, quality of learning, adult-pupil ratio, and curriculum management.

Use of Premises

Governors and school managers will consider the allocation and use of teaching areas, support areas and communal areas, to provide the best environment for teaching & learning, for support services, and for communal access to central resources, e.g. the library.

Use of Resources

Governors and school managers will deploy equipment, materials, and services to provide pupils and staff with resources which support quality of teaching and quality of learning.

Teaching

Governors and school managers will 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, National Literacy Strategy and National Numeracy Strategy, the LA Agreed RE Syllabus, and the needs of pupils
- teaching which builds on previous learning and has high expectations of children's achievement

Learning

Governors and school managers will review the quality of children's learning, by cohort, class, and group, to provide teaching which enables children to achieve at least nationally expected progress and then go beyond that where at all possible.

Purchasing

Governors and school managers will develop procedures for assessing need and obtaining goods and services which provide value for money in terms of suitability, efficiency, time, and cost. Measures already in place include:

- competitive tendering procedures
- procedures for accepting value for money quotes which are not necessarily the cheapest (e.g. suitability for purpose and quality of work)

- procedures which minimise office time by the purchase of goods or services below certain thresholds direct from known, reliable suppliers (e.g. stationery, small equipment)

Pupil Welfare

Governors and school managers will review the quality of the school environment and the school ethos, to provide a supportive environment conducive to learning and recreation.

Health & Safety

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

Monitoring

These areas will be monitored for value for money by:

1. In-house monitoring by the Headteacher and curriculum leaders, e.g. classroom practice, work sampling
2. Annual Appraisal
3. Annual Budget Planning
4. Headteacher's monthly financial review
5. Termly visits by the Primary Adviser
6. Regular visits by the LA Finance Adviser
7. Analysis of school pupil performance data, e.g. SATs results, standardised test results, against LA schools, similar schools
8. Analysis of LA pupil performance data.
9. Analysis of LA financial data, e.g. budgetary control reports, against benchmark data for all schools, LA schools, similar schools
10. Analysis of DfE pupil performance data.
11. Ofsted Inspection reports
12. Governors' meetings
13. Annual KIT visit (Data and Target Setting) with Primary Adviser
14. School Development Plan Governors Meeting
15. Governors' Report to parents
16. The school's achievement of the Schools Financial Value Standard (SFVS)

The Resources and Partnerships Committee will review the Value for Money Statement each year.

I confirm that the Value for Money Statement in respect of The Bellbird Primary School has been discussed by the Resources and Partnerships Committee:

Chair of Resources and Partnership: Phil O'Dell

Headteacher: Katie Kendall and Rebecca Pentney