

# Value for Money Statement

**Academy trust name: Reading School**

**Academy trust company number: 07475515**

**Year ended 31 August 2013**

I accept that as accounting officer of **Reading 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.

Best value is a consideration in all purchasing decisions and an integral part of Reading School's planning cycle. A specific review of performance and the need for any amendments is an annual agenda item for the Finance Committee in the Autumn Term, with a report to the next meeting of the Governing Body.

## The four principles of best value

**Challenge** - is Reading School's financial performance effective? Why and how is a service provided? Does Reading School still need the service? Can it be delivered differently?

**Compare** - how does Reading School's financial and pupil performance compare with the performance of other schools?

**Consult** - how does Reading School seek the views of stakeholders on school services?

**Compete** - how does Reading School secure efficient, effective and quality services? Is Reading School getting value for money from suppliers?

The four principles of best value are applied when making decisions about:

### **Recruitment, retention and Appraisal of staff**

Staff are deployed to provide best value in terms of quality of teaching, quality of learning, staff-student ratio, and curriculum management.

### **Deployment of classroom accommodation**

Consideration is given to the allocation and use of teaching areas, support areas and communal areas to provide the best environment for teaching and learning, support services and central resources.

### **Deployment of resources, including ICT**

Equipment, materials and services are deployed to provide students and staff with resources that support quality of teaching and quality of learning.

## **Teaching**

The quality of curriculum provision and teaching is reviewed to provide students with a curriculum which meets the requirements of the National Curriculum as appropriate. Teaching should build on previous learning and incorporate high expectations of students' achievement

## **Learning**

The quality of students' learning is reviewed by cohort, class and group, to provide teaching that enables students to achieve nationally expected progress.

## **Purchasing**

Procedures are in place for assessing need, and obtaining goods and services that provide best value in terms of suitability, efficiency, time, and cost. Measures already in place include competitive tendering procedures for goods and services, and procedures for accepting best value quotations and purchasing certain goods or services from known, reliable suppliers. For longer term contracts, consideration will be given to the ability of the supplier to sustain the supply or service for the duration of the contract.

## **Students' Welfare**

The quality of the Reading School environment and ethos is regularly reviewed to provide a supportive environment conducive to learning and recreation.

## **Health and Safety**

In order to provide a safe working environment for pupils, staff and visitors the quality of Reading School's environment and equipment is regularly reviewed; risk assessments are in place as needed.

## **Monitoring and Evaluation of Best Value criteria**

The following mechanisms are applied in order to secure best value:

- Performance management, including an annual performance review, of the Headmaster by the Governing Body
- Performance management, including an annual performance review, of designated senior teaching staff (Leadership Group) and senior associate staff (Estates and Finance staff) by the Headmaster and the Pay Review Committee of the Governing Body
- Annual Performance Management and target setting meetings between the Leadership Group and curriculum managers
- Internal monitoring of College Leaders and Heads of Department by the Headmaster and the Leadership Group
- Internal teaching and Learning evaluation under the School Self Evaluation Model
- Regular monitoring of boarding provision by the Headmaster and the Governing Body
- Annual Budget Planning
- Headmaster's and Business Manager's weekly financial review
- Headmaster's and Estate Bursar's weekly review of Reading School's property and accommodation needs, service provision, and performance of caterers and other contractors
- Analysis of Reading School's student performance data
- Benchmarking with Reading Local Authority , National and Selective School student performance data
- OfSTED inspection reports

- Classroom observations under Performance Management/Appraisal
- Reports to the Governing Body and committees of the Governing Body.
- Governing Body's Annual Financial Review
- Ratification of the Academy Business and Development Plan annually by the Governing Body

**Signed:** *A. Robson*

**Name:** A.M.Robson

**Academy Trust Accounting Officer**

**Date:** 10/10/2013.