

Value for Money Statement

Academy trust name: **CHEAM PARK FARM JUNIOR SCHOOL**

Academy trust company number: **07543202**

Year ended 31 August 2015

I accept that as accounting officer of Cheam Park Farm Junior School that 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.

The school has applied the principles of best value 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 educational needs of the pupils
- The awarding of contracts and provision of services that support the teaching and learning within the school

How the school ensured it achieved value for money.

Improving Educational Results

- Extensive use of the Sports Premium to continue to engage our pupils with the 2012 Olympics Legacy Programme 'Be the Best you can Be' to enable them to discover their unique potential and inspire and empower young people to realise their personal ambitions. Practice recognised as outstanding and awarded the School Games Gold quality mark and seen as an Area of Excellence by Challenge Partners.
- Expanded creative cross-curricular and cross-phase activities to enhance children's' emotional and social well-being and so support academic achievement.
- Collaboration with other primary school leaders to share good practice, lead CPD for staff from several schools and improve the educational results of pupils through the Belleville Teaching School Alliance and Challenge Partners.
- Provision of additional educational support for students as required and tailored to their personal needs to maximise outcomes.
- Robust Performance Management linked to an observation and monitoring programme facilitated both internally by senior managers and external consultants, as well as being fully evidenced by our annual Challenge

Partners QA Review and the Belleville Teaching School Guided Peer Evaluation programme.

- Detailed analysis of pupil attainment and progress data, challenged and reviewed through half termly meeting between the Head, Assessment Manager and class teachers.
- Targeted intervention for students with special educational needs.
- Extensive provision of training for the professional development of all staff, including the use of high quality external trainers at INSET Days.
- Investment in new technologies to facilitate independent learning and address the requirements of the new computing curriculum.
- Regular review and analysis of the use of Pupil Premium and the progress of pupils it relates to. Use of qualified teachers to deliver intervention programmes for pupils in receipt of the Pupil Premium.
- Targeted use of the Sports Premium to ensure all pupils receive high quality physical education and access to a wide range of sports and competitive experience. This is supported by a whole school approach to healthy lifestyles and so improves pupil's academic and personal wellbeing.
- Use of Teaching Assistants to target and improve progress of individual and groups of pupils.
- Provision of a wide range of extra-curricular clubs free for all pupils to improve self-esteem, confidence, inclusion and broaden experience.
- The school has shared its expertise and good practice to benefit the broader educational community and wider societal outcomes by:
 - entering into a Partnership agreement with five other local academies with the objective of working together for the benefit of all pupils and the young people of the local community and surrounding area through, for example, collaboration and sharing of expertise to support school improvement.
 - offering teacher training through the School Direct programme collaboration with Belleville Teaching School.
 - running RQT and Middle Leader Courses for several groups of schools, often through the Belleville Teaching School Alliance.
 - providing staff to be members of the London Grid for Learning Editorial Board.
 - building international links to help develop a world class education system in London through projects such as hosting a visit for the Minister of Education from Singapore and a delegation of teachers and taking part in the South West London Maths Hub's pilot programme for the teaching of 'Singapore Maths' in London.
 - offering work experience to High School pupils

Financial Governance and Risk Management

- The Governing Body has undertaken a self-review, led by a National Leader of Governance, which included a skills audit and consideration of the All-party Parliamentary Group 20 Questions. Governors will reconvene in autumn 2014 to review the findings and agree an action plan. An annual cycle of self-review is now planned for.
- The academy trust has established committees with clear terms of reference, which include the monitoring and review of the academy's budget, contracts, premises and staff performance management and salaries; to ensure resources are targeted and effectively deployed.
- The annual budget is prepared in consultation with budget senior leaders and governors, linking this to the school development plan with identified targets, outcomes and success criteria.
- Training programmes are available for all governors as well as induction for all new governors.
- The risk assessment register is reviewed and updated regularly with Governance oversight and input.
- Governors review of annual audit and Auditors Management Report.
- Governors are provided with monthly budget monitoring reports with year-end forecasts and supplementary notes.
- An external auditor provides termly Responsible Officer Reports to the Governing Body

Purchasing and Contracts

The academy reviews and approves annually the following documents:

- Quotations and Tender Policy
- Whistle Blowing Policy
- Fraud Procedure
- Risk Management Policy
- Financial Procedures Guidance for all staff

The School Business Manager is a member of both the Sutton's Academy Partnership meetings and the Sutton Primary Business Manager's Group to explore opportunities to collaboratively procure goods and services as appropriate. The school continues to purchase energy through a large purchasing consortium to ensure economies of scale are achieved and specialist advice is secured.

Benchmarking data is used to compare costs against other similar establishments to identify areas of over/under spending. Ratio data is provided by the Auditors to compare the schools performance with sector performance.

Income Generation

The academy reviews and approves annually the following documents:

- Charging Policy
- Lettings Policy

Grant applications are made to external bodies (e.g. EFA Academies Capital Maintenance Fund). Improvement work funded by these grants has had some impact on the condition of the school building. During the summer 2013 new guttering and soffits were fitted.

The school has also received income generated from supporting other schools, teacher training provision and Parent's Association Fundraising.

Future Considerations Regarding Best Value

- To maximise income generation through grant applications.
- To work in greater collaboration with other local schools (both academy and maintained) to deliver efficiencies and economies of scale in purchasing and commissioning of services.

Signed: _____ **Date:** _____

Name: Mr P Hedger

Academy Trust Accounting Officer