

Value for Money Statement

Academy trust name: Inspire Multi Academy Trust

Academy trust company number: 08287012

Year ended 31 August 2013

I accept as Accounting Officer of Inspire Multi Academy Trust I am responsible and accountable for ensuring that the academy trust delivers good value for money 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 taxpayers 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 Directors and Governing Bodies of Farrington Academy, New Penshaw Academy and Plains Farm Academy are accountable for the way in which the schools resources are allocated to meet the objectives set out in the School and Trust Improvement Plans. The Trust needs to secure the best possible outcomes for pupils, in the most efficient and effective way, at reasonable cost. This will lead to continuous improvement in the Trusts Academies achievements and services.

Inspire is in the process of refining the strategic plans, embedding the Vision, Values ethos and Goals up to 2016. The goals focus on four key areas:

- Pupil Attainment/Achievement,
- Leadership/Management,
- Pupil Engagement/Curriculum
- Strategic School Partnerships within the Trust

Directors will apply the four principals of best value:

- **Challenge** – Is the schools in the Trust performance high enough? Why and how is a service provided? Do we still need it? Can it be delivered differently? What do stakeholders want?
- **Compare** - How do our schools pupil performance compare with all schools? How do they compare with LA schools? How do they compare with similar schools.
- **Consult** - How do our schools seek the views of stakeholders about the service the Trust provides?
- **Compete**- How does the Trust secure efficient and effective services? Are services of appropriate quality, economic?

Directors'/Governors' approach

The Directors/Governors and school managers will apply the principals of best value when making decisions about:

- The allocation of resources to promote the Vision Statement, aims values of the schools in our Trust
- The targeting of resources to best improve standards and quality of all provision
- The use of resources to best support the various learning needs of all pupils, staff, parents, governors and directors.

Directors, Governors and School leaders will:

- Make comparisons with other/similar schools using data provided by LA and DFE, e.g. Raise on line, benchmarking tools, quality of teaching/learning, levels of expenditure
- Challenge proposals, examining them for effectiveness, efficiency, and cost, e.g. setting of annual pupil achievements targets
- Require suppliers to compete on grounds of cost, and quality/suitability of services/products/backup
- Consult individuals and organisations on quality/suitability of service we provide to parents and pupils and services we receive from providers e.g. LA Finance/ Energy Management/HR, Risk Management/Safeguarding, External consultant, Ofsted

This will apply in particular to:

- staffing
- use of resources
- quality of teaching
- quality of learning
- use of premises
- purchasing
- pupil's welfare and emotional well-being
- health and safety

Directors, Governors and School Leaders will not:

- waste time and resources on investigating minor areas where few improvements can be achieved
- waste time and resources to make minor savings in costs
- 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.

Reviewing controls and managing risks

The trust has established robust, segregation of duties within financial control. The Executive Bursar has instigated monthly reconciliation and monitoring with Sunderland City Council Finance Support Officer and reports are prepared and presented to the Local governing Body and Director Finance Committees at least termly. The Directors and Governors challenge decision makers within the Trust on the cost effectiveness of spending proposals to achieve value for money.

Staffing

The Executive Headteacher and school leaders will deploy staff to provide best value in terms of quality of teaching, quality of learning adult- pupil ratio, curriculum management and specific academy needs. The staffing structures of the three academies are reviewed each year to ensure the most appropriate provision for our pupils.

Use of premises

Governors and school leaders will consider the allocation and use of teaching areas, support areas and communal areas to provide the best environments for all within the school community to improve.

Use of resources

Governors and school leaders will deploy equipment, materials and services to provide pupils and staff with appropriate resources which promote high quality teaching and learning. The Executive bursar oversees the Asset Registers and manages the allocation of resources in terms of costings, effectiveness and depreciation.

Teaching

Governors and school leaders will annually review the quality of curriculum and quality of teaching, to provide parents and pupils with:

- a curriculum which meets the requirements of the Primary National curriculum, Sunderland's Agreed RE Syllabus, and the needs of all pupils
- teaching that builds on previous learning and has high expectations of children's attainment and achievement

The Trust has greater capacity for improved teaching and learning outcomes as the professional partnership has provided opportunities for staff and pupils to share good practice, ideas and resources to support raising standards.

Learning

Governors and school leaders will review the quality of pupils learning on a termly basis, by cohort, class, groups, to provide the learning environment which enables pupils to achieve better than National progress. Annual targets will be set using pupils prior attainment and the need for accelerated progress, the minimum progress of two national curriculum levels between Years 3 and 6. The TLRs will carry out termly pupil progress challenge meetings with class teachers, review interventions and their impact and address any identified underachievement. All academies will be expected to strive towards floor standards or above.

Purchasing

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

- competitive tendering procedures;
- procedures for accepting best value quotes which are not necessarily the cheapest;
- procedures which minimise administration time by the purchase of goods or services under £1000 direct from known reliable suppliers e.g: stationery, small equipment;

Pupils' Welfare

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

