



Aylesbury High School

Value for Money Statement

Academy trust company number: 07633357

Year ended 31 August 2013

I accept that as accounting officer of **Aylesbury High 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.

1. Governors apply the four principles of best value:
 - 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 other Local Authority schools? How does it compare with similar schools?
 - Consult - How does the school seek the views of stakeholders about the services the school provides?
 - Compete - How does the school secure efficient and effective services? Are services of appropriate quality, economic?
2. The Governors and the leadership team apply 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 various educational needs of all pupils.
3. Governors and the leadership team:
 - Make comparisons with other/similar schools using data provided by the Local Authority and the Government.
 - 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, quality and suitability of services or products.
 - Consult individuals and organisations on quality/suitability of service we provide to parents and pupils, and services we receive from providers.
4. 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. Therefore, Governors and the leadership team have directed that staff:

- 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.
5. Governors and the leadership team have deployed staff to provide best value in terms of quality of teaching, quality of learning, adult-pupil ratio, and curriculum management.
 6. Governors and the leadership team have considered 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.
 7. Governors and the leadership team have deployed equipment, materials and services to provide pupils and staff with resources which support quality of teaching and quality of learning. Ultimately the output in terms of pupil capability achievement is the measure of achieved value and this is referenced against the input in terms of resources.
 8. Staff have used procedures for assessing need, and obtaining goods and services which provide "best value" in terms of suitability, efficiency, time, and cost. Measures include:
 - Competitive tendering procedures (for goods and services above £50,000)
 - Procedures for accepting "best value" quotes, which are not necessarily the cheapest.
 - Procedures which minimise office time by the purchase of goods or services under £1,000 direct from known, reliable suppliers.
 9. Monitoring has occurred at many levels, including:
 - In-house monitoring by the Headteacher, leadership team and budget managers.
 - Annual Performance Management.
 - Annual Budget Planning.
 - Governors' monthly financial review.
 - Analysis of school pupil performance data.
 - Benchmarking of financial data against that of other schools (although this has proven difficult due to the lack of consistent data nationally for academies).
 - Analysis of pupil performance data for evidence of improvement for a given set of resources.
 - OFSTED Inspection reports.
 - Benchmark comparison of pupil performance data.
 - Governors' classroom and office observations.
 - Governors' committee meetings.
 - Governors' full meetings.
 - Governors' Annual Finance Review.
 - Governors' Annual School Improvement Plan Meeting

Signed: 

Name: Alan Rosen

Academy Trust Accounting Officer

Date:11 December 2013.....