

Value for Money Statement

Organisation name: Woodside Primary School

Company number: 8239113

Year ended 31 August 2014

I accept that as accounting officer of Woodside Primary 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.

The academic year 2013-14 was our first full year as an academy. During that period, the following key areas demonstrate ways in which the academy can demonstrate good value for money.

1. Learning is at the heart of what we do. We have continued to place teaching and learning at the heart of our work. Following a year focused on reading, and especially the reading of boys, our attainment at Level 5+ KS2 SATs rose considerably.
2. Our Childcare and Early Learning Centre, which is a fee paying nursery for children aged 0 to 3, has been increasingly assimilated into the work of the foundation stage, enabling learning to be fundamental to childcare. This enables finance received for both areas to be more efficiently and effectively focused into learning. We see the significantly improved end of Early Years Foundation Stage outcomes to be evidence of this improvement.
3. Our teacher appraisal processes are rigorous and strongly learning focused. Year leaders and other staff on the upper pay spine are expected to show how they add value. Senior leaders conduct frequent classroom observations to maintain high standards. Teachers and support staff are held to account and rise to the challenge. Poor performance is rare, and always challenged. Good work is praised, but ways of improving even further are identified. Outstanding performance is praised highly. Staff morale is high and mutually supportive.
4. The school improvement plan is carefully constructed by governors and senior colleagues in consultation with all staff. A measure of impact is applied. Governors have an input into the formulation of the plan and are able to challenge performance where necessary.
5. Special needs funding and pupil premium funding is directed completely towards the targeted children. Support work is in place to enhance performance.
6. The school engages a freelance consultant (a former headteacher) at very competitive cost to monitor standards of teaching and learning. He also trains the governing body.
7. We have actively recruited governors to meet specific identified needs within the school. These include a fully qualified accountant who now chairs the finance committee and holds the school to account to ensure efficient financial arrangements. He has helped the school to reorganise the finance department and develop a more effective financial structure providing improved transparency and better controls. This is an ongoing process which the relevant governor monitors closely on behalf of the finance committee, which he chairs. The vice-chair of governors chairs an audit committee which monitors school finance with increasing effectiveness and acts as a scrutiny committee with overview of all school activities, including safeguarding
8. We have appointed to the governing body a successful local businessman who provides additional financial support, especially in terms of publicity at no cost to the school. A local sports coach has also joined the governing body and works with staff to implement the new funding for sports development in an effective way. These three governors in their different ways add significant value to the school.
9. We benchmark appropriate levels of expenditure, monitor our spending and have developed a proper policy for tendering. We assess each contract with outside suppliers for value, favour local suppliers if they can meet our requirements in a cost effective way, and only renew those contracts which deliver good value for money.

10. We have established a programme for the renewal of resources and have commenced with year one of a four year renewal programme of iPad provision for children. We also employ a school technician at a realistic salary to manage our whole school technology effectively and minimise wastage.

11. We raise funding through school meals provision and supply two smaller local primary schools on a daily basis. This is an example of good collaboration with other schools and provides them with a service which benefits their children and provides an additional income for Woodside children.

12. We are currently negotiating managing part of the adjacent council playing fields. Community service will continue, and be more efficiently run by our site services manager, and during school hours will be available to Woodside children. In this way the school benefits the local community, supports the local council and provides a facility for our children during the day. There will also be some additional income for the school. Local residents and the council are supportive of this change.

In all of these ways, I believe the school provides good value for money, spends its resources wisely for the benefit of our children, children in other schools, and the local community.

Name: Mr Robert McDevitt
Academy Trust Accounting Officer

Date: 10 Dec 2014