

Introduction to the schools financial value standard (SFVS)

The schools financial value standard helps to provide schools with assurance that they are meeting the basic standards necessary to achieve a good level of financial health and resource management.

The tool can be used to identify possible areas for change to ensure that resources are being used to support high-quality teaching and the best education outcomes for pupils. The tool is in two parts:

1. A checklist, which asks a number of questions of governing bodies in six areas of resource management to provide assurance that the school is managing its resources effectively.
2. A dashboard, which shows how a school's data compares to thresholds on a range of statistics that have been identified as indicators for good resource management and outcomes.

Outcome of schools financial value standard (SFVS)

Summary of agreed action and timetable for reporting back:

- Contract Review Schedule and Financial assurance control checklist - these will be brought to the Spring 2021 meeting

Signature:

T McCann

Chair of governing body / management committee

Full name of signatory:

T McCann

Date SFVS agreed by full governing body / management committee

8th December 2020

Date SFVS submitted to local authority for review:

9th December 2020

Schools financial value standard - checklist

The checklist asks a number of questions of governing bodies in six areas of resource management to help provide assurance that resources are being managed effectively.

The completion of this assessment forms part of the schools financial value standard. Your return must be submitted to your local authority

Guidance on completion of this document can be found [here](#). This guidance also includes examples of good practice and details further support available to assist governing bodies in addressing specific issues. Clicking on the individual questions below will also take you to the relevant section of the guidance.

Schools should answer each question with 'yes', 'no', or 'in part' from the drop down lists provided. They should provide comments, evidence and proposed actions for questions as appropriate.

School name:	Risedale Sports and Community College
School LA/Estab number:	815/4004

Answer Comments, evidence and proposed actions

A. Governance

1	In the view of the governing body and senior staff, does the governing body have adequate financial skills among its members to fulfill its role of challenge and support in the field of budget management and value for money?	Q1 guidance	Yes	A school skills audit is completed and training is identified. Five year financial plans are reviewed and discussed at the focused Governing body meetings each term. The FMS Service is used to provide advice and guidance
2	Does the governing body have a finance committee (or equivalent) with clear terms of reference and a knowledgeable and experienced chair?	Q2 guidance	Yes	The school has 6 full governing body meetings a year which are finance or curriculum focused. The May meeting each year focuses on Finance. It has clear terms of reference that are part of the Budget management policy and are reviewed at the beginning of the academic year. A member of the Governing body is a qualified accountant and has been a Governor for a several years and is involved in the Finance focused meetings.
3	Does the governing body board receive clear and concise monitoring reports of the school's budget position at least six times a year?	Q3 guidance	Yes	The FMS Bursar provides clear and concise monitoring reports to the Governors at least 10 times a year. Questions are returned to the Bursar by members of the Governing body.
4	Are business interests of governing body members and staff properly registered and taken into account so as to avoid conflicts of interest?	Q4 guidance	Yes	Declarations of Business Interests are updated annually by both the Governors and the staff. It is also a standard agenda item at each Governors meeting. The Register of Business Interests for Governors is published on the school website
5	Does the school have access to an adequate level of financial expertise, including when specialist finance staff are absent, e.g. on sick leave?	Q5 guidance	Yes	The school buys into the FMS bursar scheme and there is always cover when required

B. School strategy

6	Does the school have a realistic, sustainable and flexible financial strategy in place for at least the next 3 years, based on realistic assumptions about future funding, pupil numbers and pressures?	Q6 guidance	Yes	The school produces a five year financial forecast at the start of the financial year. This is reviewed in the Autumn term and an updated budget is produced to reflect changes in pupil numbers, staffing structures, funding and any other major changes. The school buys into the FMS service who use specialist budget planning software to produce the five year financial forecasts
7	Is the financial strategy integrated with the school's strategy for raising standards and attainment?	Q7 guidance	Yes	The Headteacher and Leadership team involve the Governors and bursar in any financial projects/plans.
8	Does the school have an appropriate business continuity or disaster recovery plan, including an up-to-date asset register and adequate insurance?	Q8 guidance	Yes	The school follows the guidance within The School Emergency Response guide 2016 which includes information on how the school should deal with a situation relating to business continuity or disaster recovery. The school is in the process of updating the Asset Register for all equipment worth £100 or more, or items of a portable and attractive nature with a lower value. A list of Senior Leaders and staff with school ICT equipment is recorded by the IT section. This equipment can be used on and off site and is the responsibility of staff. Insurance has been secured from the LA.

C. Setting the annual budget

9	Does the school set a well-informed and balanced budget each year (with an agreed and timed plan for eliminating any deficit)?	Q9 guidance	Yes	The school sets its budget using the most up to date information with regard to pupil numbers, staffing and funding information. The school recognises the need to have a balanced budget. The school is in a surplus revenue position..
10	Does the budget setting process allow sufficient time for the governing body to scrutinise and challenge the information provided?	Q10 guidance	Yes	The governors receive finance reports including the draft start and revised budgets at least 7 days prior to governor's meetings which provides the opportunity for information to be reviewed and considered prior to the meeting and the formal approval of the budgets.
11	Is the governing body realistic in its pupil number projections and can it move quickly to recast the budget if the projections and the reality are materially different?	Q11 guidance	Yes	Pupil number projections are based on known demographic trends for the local area, including consideration of factors which may cause numbers to change significantly such as housing developments, regiment moves etc. Revised budgets are produced in the Autumn term and any changes in pupil numbers for the new academic year can be included in this updated financial forecast.
12	Is end year outturn in line with budget projections, or if not, is the governing body alerted to significant variations in a timely manner, and do such variations result from explicitly planned changes or from genuinely unforeseeable circumstances?	Q12 guidance	Yes	The monitoring reports highlight variances against from budgets set. A year end summary report with a list of variances and explanations/significant variances is produced at the end of the year. A additional commentary report is provided by the Bursar
13	Are balances at a reasonable level and does the school have a clear plan for using the money it plans to hold in balance at the end of each year?	Q13 guidance	Yes	Balances are controlled as part of the overall financial planning process. Five year budget planning helps to ensure good Balance management

D. Staffing

14	Does the school review and challenge its staffing structure regularly to ensure it is the best structure to meet the needs of the school whilst maintaining financial integrity?	Q14 guidance
15	Has the use of professional independent advice informed part of the pay decision process in relation to the head teacher and is it tightly correlated to strong educational outcomes and sound financial management?	Q15 guidance
16	Does the school benchmark the size of its senior leadership team annually against that of similar schools?	Q16 guidance

Yes
In part
Yes

Staffing is reviewed annually as part of the process of matching the current and future teaching and learning needs of the school with available and future financial resources. All meetings discuss staffing on a regular basis and more detailed information is produced on the financial impact of changes when required.
It is normal practice to involve the School Improvement partner in the performance management but due to the Covid pandemic the Governors carried it out which included two very experienced members who have been involved in the process for several years.
North Yorkshire benchmarking data is considered annually using schools of similar size and type. Variations from the "norm" are highlighted and provide a platform for discussion. However due to the limited number of comparative schools in North Yorkshire it is likely that other Benchmarking information will be considered eg national benchmarking and the IDSR data

E. Value for money				
17	Does the school benchmark its income and expenditure annually against that of similar schools and investigate further where any category appears to be out of line?	Q17 guidance	Yes	North Yorkshire and/or national benchmarking data is considered annually using schools of similar size and type. Variations from the "norm" are highlighted and provide a platform for discussion.
18	Does the school have procedures for purchasing goods and services that both meet legal requirements and secure value for money?	Q18 guidance	Yes	Goods are ordered in accordance with NYCC Terms & Conditions and LMS Financial Procedure Rules/LMS Contract Procedure rules. The Director of Facilities who is employed by the College ensures that major contracts and renewals achieve best value.
19	Is the governing body given the opportunity to challenge the school's plans for replacing contracts for goods and services that are due to expire shortly?	Q19 guidance	In part	The School maintains a Contract Review Schedule which is reviewed annually to enable procurement planning.
20	Does the School consider collaboration with others, e.g. on sharing staff or joint purchasing, where that would improve value for money?	Q20 guidance	Yes	The school works closely with its feeder Primary schools
21	Do you compare your non-staff expenditure against the DfE recommended national deals to ensure you are achieving best value?	Q21 guidance	Yes	Non-staff expenditure is reviewed on a regular basis against the centrally negotiated framework agreements which form part of the DfE deals for schools
22	Does the school maintain its premises and other assets to an adequate standard and make best use of capital monies for this purpose?	Q22 guidance	Yes	The premises are reviewed by the LA Property Service and appropriate actions taken. The schools buy into the TPM maintenance scheme. Day to day management is organised by the Director of Facilities.

F. Protecting public money				
23	Is the governing body sure that there are no outstanding matters from audit reports, internal audit reports or from previous consideration of weaknesses by the governing body?	Q23 guidance	In part	The latest Audit Report in November 2013 was rated "High Assurance". The School completes a self-evaluation annually using the Financial control checklist
24	Are there adequate arrangements in place to manage conflicts of interest or any related party transactions?	Q24 guidance	Yes	The Business Interest Register is updated annually. Opportunity to declare Business Interests is included on the agenda of all Governing body Meetings. Procedures are in place to ensure that open and transparent procurement procedures are followed with regard to related party transactions and details of the transactions are recorded for reference.
25	Are there adequate arrangements in place to guard against fraud and theft by staff, contractors and suppliers? (Please note any instance of fraud or theft detected in the last 12 months)	Q25 guidance	Yes	The LMS Procedure Rules are followed at all times. Whenever possible there is a separation of duties. There have been no instances of fraud or theft in the last 12 months. The school is regularly visited by the neighbourhood police office who maintains close contact with the school and community
26	Are all staff aware of the school's whistleblowing arrangements and to whom they should report concerns?	Q26 guidance	Yes	Staff are made aware of the Policy within the Staff Handbook and by poster in the staff room
27	Does the school have an accounting system that is adequate and properly run and delivers accurate reports, including the annual Consistent Financial Reporting return?	Q27 guidance	Yes	Software used for these purposes is approved by the LA and Veritau
28	Does the school have adequate arrangements for audit of voluntary funds?	Q28 guidance	Yes	The School Fund is audited annually by Chris Potter (former Head of Internal Audit for NYCC) and a copy of the audited accounts are supplied to Veritau and reported on the Charity Commission website.

G. SFVS dashboard				
29	Have the results of the dashboard been carefully considered and potential follow-up actions identified?	Q29 guidance	Yes	Results of the Dashboard were considered at the Full Governing Body meeting held on the 8th December 2020. The follow up actions agreed were to update the Contract Review Schedule and the Financial Control checklist

Schools financial value standard - dashboard

Effective resource management is about how a school uses its resources to drive outcomes for its pupils. A school can improve outcomes by using its resources more effectively.

The dashboard below is designed to help schools identify areas for improved resource management. It shows how a school compares to thresholds on a range of key indicators.

The completion of this assessment forms part of the annual schools financial value standard.

Using the dashboard

Schools should use the most up to date data available to them, and not rely on lagged published data.

Complete all highlighted cells.

Guidance on calculating or collecting the data for the school so that metrics are compared to thresholds consistently can be found [here](#). Clicking on the link next to individual indicators below will also take you to the relevant section of the guidance.

Either input the school's percentages and ratios directly, or complete the [Optional - input raw data](#) form with spending information and school characteristics. The percentages and ratios in the dashboard will then auto-calculate.

Using the results from the dashboard

[Click here](#) for explanations of what the red, amber and green (RAG) ratings mean and what do with the results.

A. Information about your school

School name:	Risedale Sports and Community College
School LA/Estab number:	815/4004
Phase:	Secondary without sixth form
Region:	Yorkshire and the Humber
Number of pupils:	532
% of pupils eligible for FSM:	13.5%

[Click here](#) to see the RAG rating data for this school

Input the school's percentages and ratios directly below, or [click here](#) to input raw spending and characteristics data for your school

To reset the form to draw from the raw spending and characteristics data, [click here](#). Macros must be enabled

This school is being compared to other:

- medium secondary schools without a sixth form with medium levels of FSM
- secondary schools without a sixth form outside London (for average teacher cost)

The school's data Rating against thresholds

B. Spending as a percentage of total expenditure

	Guidance	The school's data	Rating against thresholds
Spend on teaching staff as a percentage of total expenditure	Guidance	50.7%	Broadly in line with similar schools
Spend on supply staff as a percentage of total expenditure	Guidance	2.2%	Middle 20% of similar schools
Spend on education support staff as a percentage of total expenditure	Guidance	13.2%	Broadly in line with similar schools
Spend on administrative and clerical staff as a percentage of total expenditure	Guidance	6.5%	Broadly in line with similar schools
Spend on other staff costs as a percentage of total expenditure	Guidance	1.5%	Broadly in line with similar schools
Spend on premises (including staff costs) as a percentage of total expenditure	Guidance	8.0%	Broadly in line with similar schools
Spend on teaching resources as a percentage of total expenditure	Guidance	5.9%	Middle 20% of similar schools
Spend on energy as a percentage of total expenditure	Guidance	2.2%	Highest 10% of similar schools
Other spending as a percentage of total expenditure (balancing line)	Guidance	9.9%	N/A

C. Reserves / balances as a percentage of total income

	Guidance	The school's data	Rating against thresholds
In-year balance as a percentage of total income	Guidance	-1.5%	Medium risk
Revenue reserve as a percentage of total income	Guidance	1.5%	Low risk

D. School characteristics

	Guidance	The school's data	Rating against thresholds
Average teacher cost (£)	Guidance	£56,504	Middle 20% of similar schools
Senior leaders as a percentage of workforce	Guidance	10.2%	Highest 20% of similar schools
Pupil to teacher ratio	Guidance	15.0	Broadly in line with similar schools
Pupil to adult ratio	Guidance	7.7	Lowest 20% of similar schools
Teacher contact ratio (less than 1.0)	Guidance	0.67	Much lower than recommended
Predicted percentage pupil number change in 3-5 years	Guidance	8.3%	Low risk
Average class size	Guidance		

E. Outcomes

	Guidance	The school's data	Rating against thresholds
Ofsted rating	Guidance	Good	Good
Progress 8 score	Guidance	0.0	Average or above average

F. Optional commentary

Energy costs linked to under capacity of the school. Outcomes - In 2019-20 due to Covid the Government has decided not to publish performance tables due to GCSE examinations not taking place. Teacher contact ratio is an agreed strategy with the Headteacher and Governors and is constantly reviewed in line with the needs of the school