

Ethos Enhancing Outcomes Activities

Budgeting and Stewardship of Resources – *EXTRACT*

Exemplar Approach 7: **Budgeting and Resources**



Educating for Wisdom, Knowledge and Skills

- If 'Good schools...nurture creativity across the whole range of subjects', what kind of learning experiences outside of Maths and English are in your mainstream KS2 curriculum plan?
- To what extent does your medium/long-term financial planning demonstrate wisdom?
- If a wider choice of option subjects at KS4 meant that more students were likely to flourish, what steps might you take in your budgeting to make this happen?
- What creative ways are you spending your Pupil Premium money to broaden the curriculum, and provide for experiences learning outside the classroom for all?
- How are you using your resources to 'transform [that which is] valuable but needs improvement'?

Educating for Hope and Aspiration

- How do you use your resources to 'open up horizons of hope and aspiration' through high quality careers and employability work?
- To what extent does your school ethos affect your financial decision making around alternative provision?
- In what ways does your budgeting actually show 'special consideration to those that are disadvantaged'?

Educating for Community and Living Well Together

- Do you join networks and make partnerships for what you can get out of them, or what you can give to them?
- We are living a 'shared life on a finite planet' – to what extent do your purchasing decisions reflect and model a deep concern for sustainability and care for the environment?
- How might you align some resources to show a greater sense of hospitality to your staff to help them 'live well together'?

Educating for Dignity and Respect

- What difference does your school's ethos and vision make to your resourcing of SEN provision and support?
- How do you practically demonstrate the 'ultimate worth' of each person in your community?

Governance Leadership Issue 7:

Stewardship of Resources

Educating for Wisdom, Knowledge and Skills

- What steps need to be taken locally to improve the financial stability of a school to ensure that it can focus on the key priorities of educating for wisdom, knowledge and skills?
- If wisdom includes 'learning from history', how might this inform a budget review?
- How are the staffing structures and interview processes informed by the vision for being more 'deeply Christian, serving the common good'? Are there any limitations?

Educating for Hope and Aspiration

- How does the governance board provide hope and aspiration in the context of limited resources and difficult budgeting choices that might impact individual staff?
- Which approved policies enable or potentially hinder pupils in having 'an encounter with Jesus Christ and with Christian faith and practice in a way which enhances their lives'?
- What decisions has the governance board made recently to support the continuous professional development of all staff, reduction of workload and their wellbeing?

Educating for Community and Living Well Together

- If wisdom includes 'discovering how to live before God in family, friendship, community and nation' in what ways does this inform budget setting priorities?
- How does the wider community use of the schools physical resources reflect the wisdom of 'staying true to our roots while also being hospitably open'? Are there any necessary limitations?
- In what ways does the governance board embrace and enable the school to 'converse and collaborate as much as possible' with other church and indeed any other local schools?

Educating for Dignity and Respect

- How effective is the impact on the use of Pupil and Sports Premium and other funding for, amongst other things, 'safeguarding, prevention of bullying, special educational needs and disabilities'?
- In what ways is it possible to communicate 'blessing' through budget decisions?
- If, 'How schools deal with such difference is a crucial indicator of their quality', what does this mean when undertaking a restructuring of staff, including offering redundancy?

Extract from Ethos Enhancing Outcomes: 18 Governance Leadership Issues

MAT Leadership Issue 7

Stewardship of Resources

Educating for Wisdom, Knowledge and Skills

- What steps need to be taken to improve the financial stability of the MAT and its academies, to ensure that it can focus on the key priorities of educating for wisdom, knowledge and skills?
- If wisdom includes 'learning from history', how might this inform a MAT-wide review of budgets?
- How are the staffing structures and interview processes informed by the 'Deeply Christian, Serving the Common Good' Vision for Education? Are there any limitations?
- To what extent do we have a shared view of curriculum-led financial planning across the MAT?

Educating for Hope and Aspiration

- How does our vision encourage hope and aspiration in a day of diminishing resources?
- How does the MAT board provide hope and aspiration in the context of limited resources and difficult budgeting choices that might impact individual staff?
- Which MAT-wide policies enable or potentially hinder pupils in having 'an encounter with Jesus Christ and with Christian faith and practice in a way which enhances their lives'?
- What decisions has the MAT board made recently to support joint practice development for staff, reduction of workload and their wellbeing?

Educating for Community and Living Well Together

- If wisdom includes 'discovering how to live before God in family, friendship, community and nation' in what ways does this inform budget setting priorities centrally and within our academies?
- How are we encouraging wider community use of our schools' physical resources and how does this reflect the wisdom of 'staying true to our roots while also being hospitably open'? Are there any barriers we can help remove?
- In what ways does the MAT board embrace and enable its schools to 'converse and collaborate as much as possible' with other MATs, other Church schools, community schools and academies?
- As a MAT, to what degree are we pooling our resources to ensure that we get the maximum benefit from being together? How can we remove any barriers to this being better?

Educating for Dignity and Respect

- How effectively are we tracking the impact of the total spend for the Pupil and Sports Premiums, along with funding for 'safeguarding, prevention of bullying, special educational needs and disabilities'?
- In what ways is it possible to communicate 'blessing' through our MAT-wide budget decisions?
- How well are we supporting our leaders with the difficult decisions that may need to be taken around the effective use of resources?

Extract from Ethos Enhancing Outcomes: 18 MAT Leadership Issues