



Benchmarking Report Card

Issued in summer 2018

This is the benchmarking report card for your school. The report card compares your school with a small number of schools that share similar characteristics. The report card draws on published spending and staffing data from 2016-17 for local authority maintained schools. Primary, secondary and special schools are only compared with one another.

The report card can be used to stimulate discussion within the school leadership and governance team to discover where resources may be used more effectively, and to prompt more sharing of best practice among schools.

The first column of the report shows your school. The school in the second column is the similar school that is geographically closest to your school. The remaining schools are those most statistically similar based on your school's free school meals (FSM) and special educational needs (SEN) rates.

The report card might prompt you to look at the following:

- Why are you spending more in a particular category than similar schools? Could you be more efficient or do you have unique circumstances compared with those schools?
- What might you do to achieve the greatest efficiency in that category?
- What could you learn by contacting the similar schools?

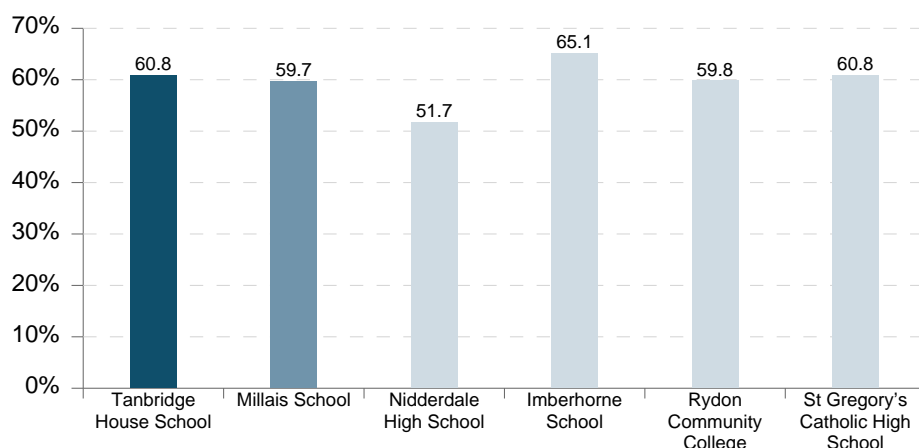
The improved schools financial benchmarking service will allow you to compare similar school spending in much more detail. The benchmarking tool will allow you to use different criteria to identify similar schools, such as English as an Additional Language or schools with PFI commitments.

You can find further guidance and tools on school resource management online at GOV.UK.

Areas of interest for all schools

These charts identify areas that are likely to be relevant to all schools in ensuring they make the best use of their available resources.

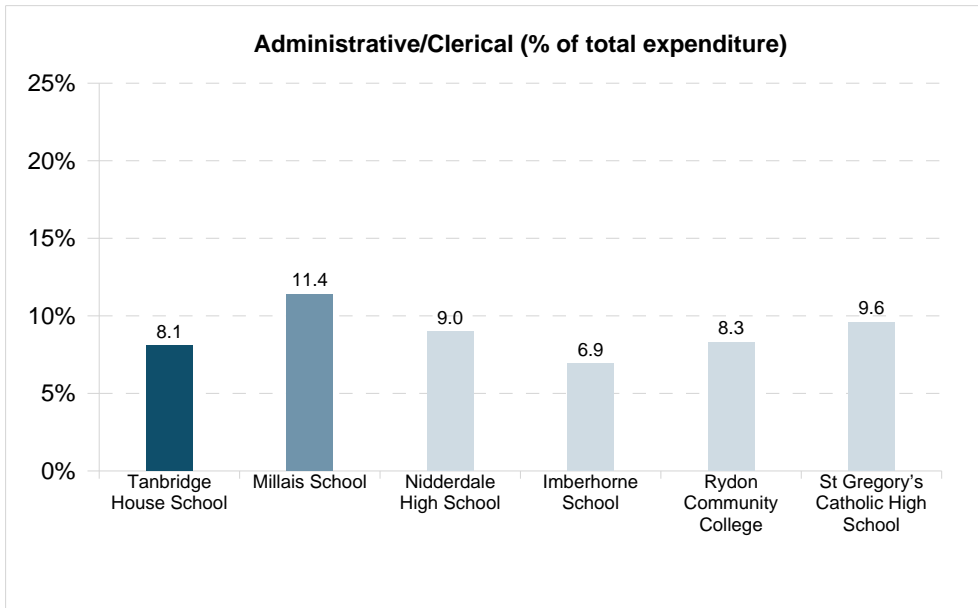
Teaching staff (% of total expenditure)



Your current expenditure on teaching staff is above the average for your comparison group by 1.2 percentage points.

There is some evidence that greater relative spend on teachers tends to be associated with higher attainment. Of course, simply spending a greater proportion of a school budget on teaching does not guarantee results. The most efficient schools deploy their workforce effectively; taking care to review their staffing structures, focus on improving the quality of teaching and consider the best use of teachers' time.

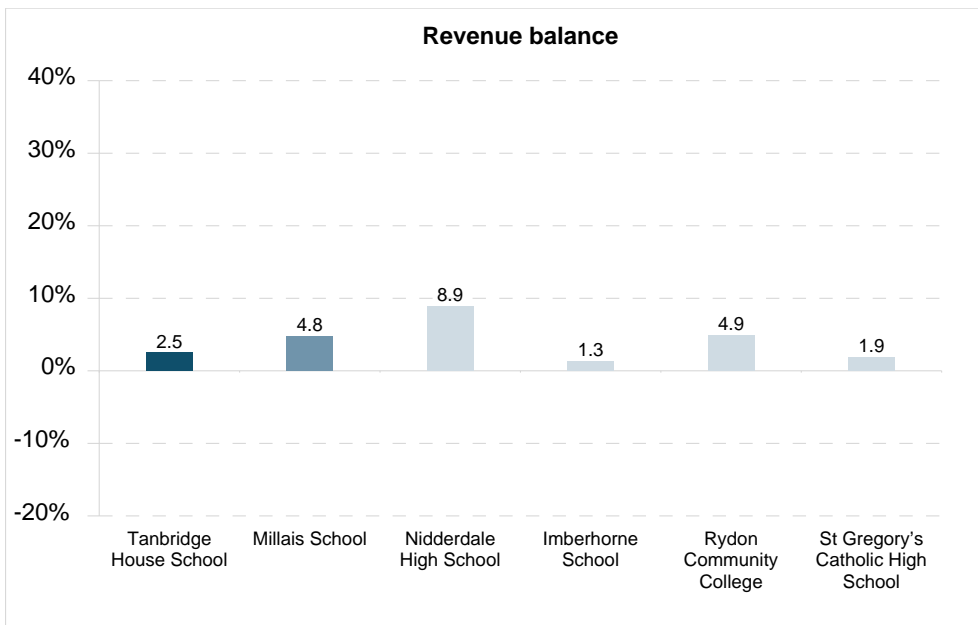
Given that spending on teachers makes up the majority of school spending, it's especially important to make sure you're achieving the greatest efficiencies.



Your current expenditure on administrative/clerical functions is below the average for your comparison group by 0.8 percentage points.

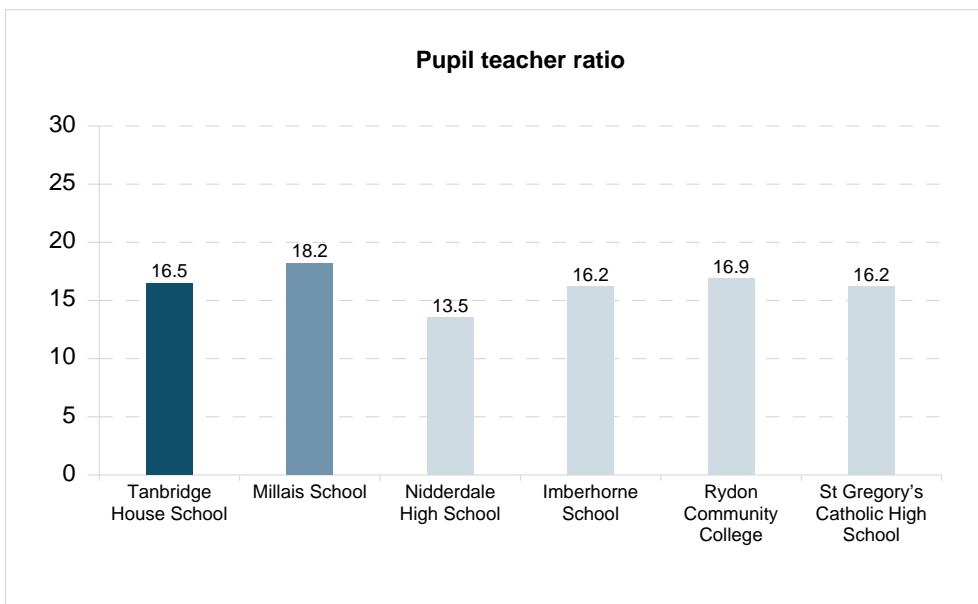
This category refers to spend on administrative and clerical staff, administrative supplies and bought-in services such as legal and auditor costs.

Efficiencies in administrative/clerical expenditure could be made by upskilling staff, changing professional services supplier or reducing waste. Greater collaboration can also achieve greater efficiency and increase buying power. For more procurement guidance please click [here](#).



Your current revenue balance is below the average of your comparison group by 1.5 percentage points.

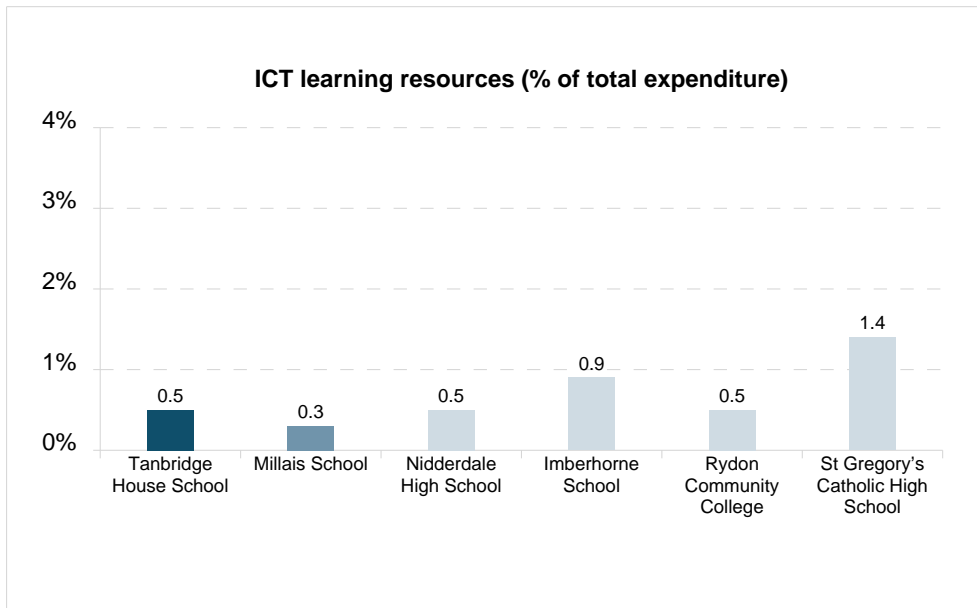
Keeping a modest balance from year to year is prudent, but if a school or trust is building up a substantial surplus there should be a clear plan for how it will be used to benefit pupils.



This graph shows the number of pupils to teachers. When reviewing staffing structures schools should consider pupil/teacher ratios in comparable schools, as well as allocation of classroom-based support staff.

Areas for further investigation

The following areas have been identified as ones where your school may be able to improve the use of available resources. These are the expenditure categories where your expenditure is highest compared with the average of your comparison group.



Your current expenditure on ICT resources is below the average of your comparison group by 0.1 percentage points.

Procurement guidance including guidance on cloud computing services can be found on [GOV.UK](https://www.gov.uk).

It is particularly important with ICT spending that there is a clear plan and review process to ensure that investment has a positive impact on pupil attainment.

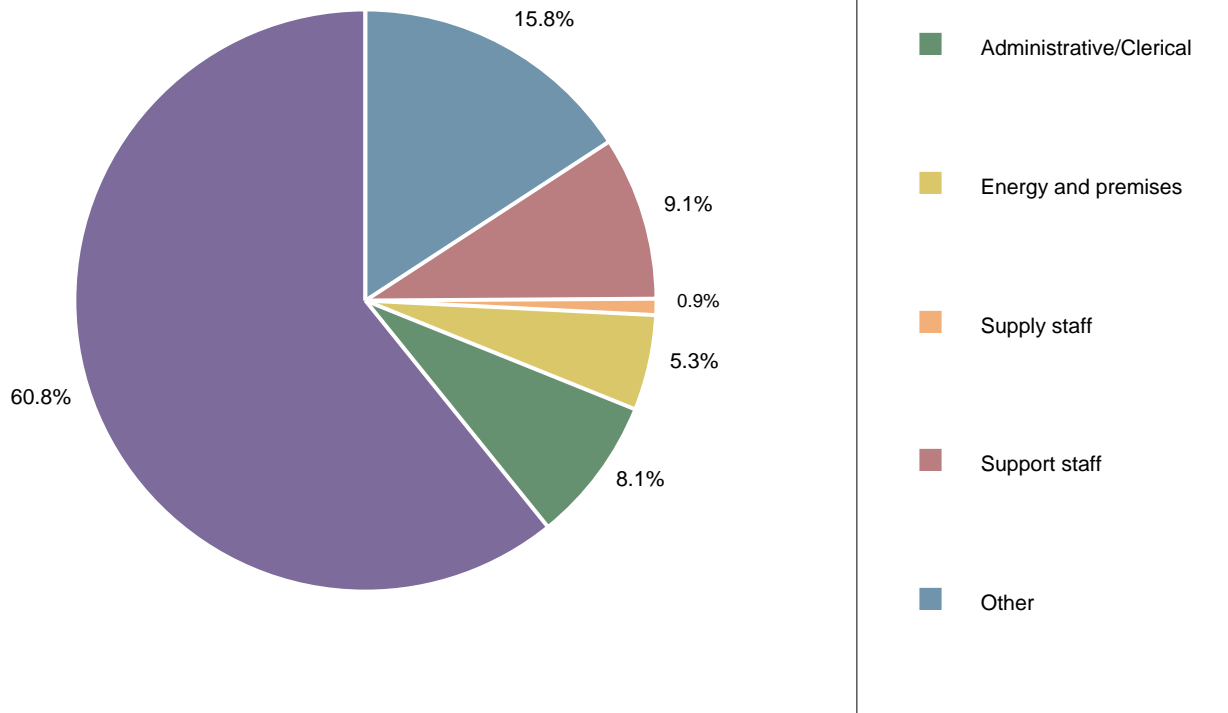
Your comparator schools:

The following schools have been chosen on the basis that they have the most similar contextual information. The first comparator in the list is your school, the second is the closest school with similar SEN and FSM data, and the remaining schools are those of the same type with the most similar SEN and FSM data to yours.

School Name	LAESTAB	FSM %	SEN %	FTE pupils	Distance in miles	Spend per pupil (pounds)
Tanbridge House School	9384002	11.0	14.5	1420	N/A	5070
Millais School	9384010	11.0	16.3	1491	1.9	4791
Nidderdale High School	8154223	11.0	14.2	309	217.5	6802
Imberhorne School	9384106	11.2	14.1	1607	14.6	5124
Rydon Community College	9384018	12.3	14.7	416	10.4	4611
St Gregory's Catholic High School	8774622	12.4	14.2	896	187.5	5334

The following charts provide a summary of the school's total expenditure split into 6 high level categories. We have also included a summary of total expenditure of the most local similar school. For a more detailed comparison please also use the schools financial benchmarking service [here](#).

Expenditure: Tanbridge House School



Expenditure: Millais School

