

# **BEST VALUE STATEMENT**



Latest review undertaken on 30<sup>th</sup> January 2012

By the Finance and General Purposes Sub-Committee

Ratified by the Full Governing Body on 23<sup>rd</sup> February  
2012

Next review: Spring term 2013

## **Introduction**

The Directors and Governing Body are accountable for the way in which the academies resources are allocated to meet the objectives set out in the academy's development plans.

Governors need to secure the best possible outcome for pupils, in the most efficient and effective way, at a reasonable cost.

This will lead to continuous improvement in the academy's achievements and services.

## **What Is Best Value?**

Governors will apply the four principles of best value:

- 1. Challenge** - Is the academy'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?
- 2. Compare** - How does the academy's pupil performance and financial performance compare with all schools? How does it compare with LA schools? How does it compare with similar schools?
- 3. Consult** - How does the academy seek the views of stakeholders about the services the school provides?
- 4. Compete** - How does the academy secure efficient and effective services? Are services of appropriate quality, economic?

## **The Trustees Approach**

The Trustees and Academy Leaders will apply the principles of best value when making decisions about:

- the allocation of resources to best promote the aims and values of the academy
- 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

Trustees and the Academy Leaders, will:

- make comparisons with other/similar schools/ academy's using data provided by the LA and the Government, e.g. raiseonline, quality of teaching & learning, levels of expenditure
- 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, and quality/suitability of services/products/backup, e.g. provision of conservatory, staff toilets.
- consult individuals and organisations on quality/suitability of service we provide to parents and pupils, and services we receive from providers, e.g. Sex and Relationships Education, pupil reports, assigned inspector, OFSTED, buildings & grounds maintenance.

This will apply in particular to:

Staffing	premises	purchasing	pupils' welfare
quality of teaching	quality of learning	use of resources	health and safety

Trustees and Academy Leaders:

- 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 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.

### **Staffing**

Trustees and academy leaders will deploy staff to provide best value in terms of quality of teaching, quality of learning, adult-pupil ratio, and curriculum management.

### **Use of Premises**

Trustees and academy leaders will consider 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, e.g. intervention groups, dining hall.

### **Use of Resources**

Trustees and academy leaders will deploy equipment, materials and services to provide pupils and staff with resources which support quality of teaching and quality of learning.

### **Teaching**

Trustees and academy leaders will review the quality of curriculum provision and quality of teaching, to provide:

- a curriculum which meets the requirements of the children
- teaching which builds on previous learning and has high expectations of children's achievement

### **Learning**

Trustees and academy leaders will review the quality of children's learning, by cohort, class and group, to provide teaching which enables children to achieve nationally expected progress,

## **Purchasing**

Trustees and academy leaders will develop procedures for assessing need, and obtaining goods and services which provide “best value” in terms of suitability, efficiency, time, and cost. Measures already in place include:

- competitive tendering procedures (e.g. for goods and services above £5,000)
- procedures for accepting “best value” quotes, which are not necessarily the cheapest (e.g. suitability for purpose and quality of workmanship)
- procedures which minimise office time by the purchase of goods or services under £1000 direct from known, reliable suppliers (e.g. stationery, small equipment)

## **Pupils’ Welfare**

Trustees and academy leaders will review the quality of the school environment and the school ethos, in order to provide a supportive environment conducive to learning and recreation.

## **Health & Safety**

Trustees and academy leaders will review the quality of the school environment and equipment, carrying out risk assessments where appropriate, in order to provide a safe working environment for pupils, staff and visitors.

## **Monitoring**

These areas will be monitored by the trust directors for best value by:

- In-house monitoring by the Principal and curriculum leaders, e.g. classroom practice, work sampling
- Annual Performance Management
- Annual Budget Planning & regular financial reviews
- Analysis’s of school pupil performance data, e.g. SATs results, standardised test etc
- Analysis of data, against bench mark data for all schools, LA schools, similar schools
- OFSTED Inspection reports
- Analysis of DCSF pupil performance data, e.g. RAISEonline.
- Governors’ classroom observations
- Governors’ termly committee meetings
- Governors’ full termly meetings
- Governors’ Finance Review

The Governing Body will:

- Set annual pupil progress targets
- Review and update School Development Plan at the Full Governing Body
- review their “Best Value” statement annually & consider best value when arranging any contracts.

This statement will be reviewed annually. Next review spring 2013