



Best Value Statement

June 2018

**Introduction**

The governing body is accountable for the way in which the school's resources are allocated to meet the objectives set out in the school'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 school's achievements and services

**What Is Best Value?**

Governors will apply the four principles of *best value*:

- **Challenge** - Is the school'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?
- **Compare** - How does the school's pupil performance and financial performance compare with all schools? How does it compare with LA schools? How does it compare with similar schools?
- **Consult** - How does the school seek the views of stakeholders, including parents, children and staff, about the services the school provides?
- **Compete** - How does the school secure efficient and effective services? Are services of appropriate quality, effectively monitored and economic?

**The Governors' Approach**

The Governors and school managers will apply the principles of *best value* when making decisions about:

- the allocation of resources to best promote the aims and values of the school.
- 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.

Governors, and the school managers, will:

- make comparisons with other/similar schools using data provided by the LA and the Government, e.g. 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 computer suite, redecoration
- 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, maintenance consultant, borough Energy Group

This will apply in particular to:

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

Governors and school managers:

- 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.

### ***Management***

School managers 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***

Governors and school managers 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. the library.

### ***Use of Resources***

Governors and school managers will deploy equipment, materials and services to provide pupils and staff with resources which support quality of teaching and quality of learning.

### ***Teaching***

Governors and school managers will review the quality of curriculum provision and quality of teaching, to provide parents and pupils with:

- a curriculum which meets the requirements of the 2014 National Curriculum and the needs of pupils
- teaching which builds on previous learning and has high expectations of children's achievement

## **Staff**

Governors monitor the professional development, school environment and welfare needs of the staff.

## **Learning**

Governors and school managers will review the quality of children's learning, by cohort, class and group, to provide teaching which enables children to achieve nationally expected progress, e.g. setting of annual pupil achievement targets, making comparisons with National Expectations.

## **Purchasing**

Governors and school managers will continue to review 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**

Governors and school managers 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**

Governors and school managers 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 for best value by:

1. In-house monitoring by the Headteacher and curriculum managers, e.g. classroom practice, work sampling
2. Termly target setting meetings between the Headteacher and curriculum managers
3. Annual Performance Management
4. Annual Budget Planning
5. Headteacher's monthly financial review
6. Audit visits from LA.
7. Audit visits from Accountants.
8. Analysis of school pupil performance data, e.g. SATs results, standardised test results, against all LA schools, similar schools
9. Analysis of LA pupil performance data, e.g. Primary Profile produced by LA.
10. Analysis of LA financial data, e.g. bench marking data for all schools, LA schools, through Primary Profiles Data.

- 11. Analysis of DfES pupil performance data, e.g. RAISE on line.
- 11. Ofsted Inspection reports
- 13. Governors' termly committee meetings
- 12. Governors' full termly meetings
- 13. Governors' Annual Finance Review
- 14. Governors' Annual Development Plan Meeting (SIP meetings).

In the next three years the Governing Body will:

- Be involved in drawing up whole school priorities to ensure that best value is maintained and development targets are achieved.
- discuss "Best Value" at each Summer Term meeting of the Finance and Curriculum Committees.  
review their "Best Value" statement at each Spring Term meeting.  
consider best value when arranging internal and external redecoration contracts.
- employ a maintenance consultant to advise on maintenance of the schools' buildings.
- obtain tenders and a consultant's advice on any large scale refurbishment of the premises.
- obtain assessment management surveys.

**Confirmation the Best Value Statement in respect of Stafford Leys Primary School has been discussed by the Governing Body.**

**Review**

This policy will be reviewed annually in the summer term.

Agreed at the **Finance and Staffing Committee Meeting** on Monday .....

Agreed at the **Curriculum Committee Meeting** on \_\_\_\_\_

Chair of Governors      Signed \_\_\_\_\_ Date\_\_\_\_\_

Head teacher              Signed \_\_\_\_\_ Date\_\_\_\_\_