

KEMBLE PRIMARY & SIDDINGTON CE PRIMARY SCHOOLS



BEST VALUE STATEMENT

Member of staff responsible	Head teacher
Governor responsible	
Committee responsible	Asset Management
Date agreed with staff	-
Date discussed with pupils	-
Parent group discussions	-
Date agreed at Committee	24.1.17
Date approved at Governing Body	1.2.17
Frequency of policy review	3 yearly
Date next review due	January 2018
Statutory Policy	Yes
Review Level	Asset Management Committee

Document Version Control

Issue Number	Issue Date	Summary of changes
1.1	Jan 2016	New policy
1.2	Jan 2017	Minor typing errors corrected

BEST VALUE STATEMENT

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 Plan. 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 about the services the school provides?
- **Compete** - How does the school secure efficient and effective services? Are services of appropriate quality, 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, number of classes, admission numbers etc
- 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. pupil reports, SIA (School Improvement Advisor), Ofsted, County Premises Team

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.

Staffing

Governors and 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.

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 National Curriculum, the LA Agreed RE Syllabus, and the needs of pupils
- teaching which builds on previous learning and has high expectations of children's achievement

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, and providing for Pupil Premium pupils

Purchasing

Governors and school managers 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

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 deputy head teacher / assistant head teacher, e.g. classroom practice, work sampling
2. Annual target setting meetings between the Headteacher and class teachers
3. Annual Performance Management / Appraisal
4. Annual Budget Planning
5. Head teacher's financial reviews for Asset Management Committee
6. Regular visits by the School Improvement Partner / Advisor
7. Termly visits by the Area Finance Officer (AFO)
8. Analysis of school pupil performance data, e.g. SATs results, standardised test results
9. Analysis of LA pupil performance data
10. Analysis of LA financial data, e.g. against bench mark data for all schools, LA schools, similar schools

11. Analysis of pupil performance data, e.g. FFT Aspire
12. Ofsted Inspection reports
13. Governors' observations
14. Governors' committee meetings
15. Governors' full termly meetings

In the next three years the Governing Body will:

- hold an annual development plan meeting.
- discuss "Best Value" at Term 4 meeting of the Asset Management Committee.
- review their "Best Value" statement at Term 4 Full Governors Meeting
- consider best value when arranging internal and external redecoration contracts.
- obtain tenders and a consultant's advice on the installation of an IT suite, and any large scale refurbishment of the premises.