



Caring **A**chieving **R**espectful **E**xciting

Best Value Statement

School Leader: M Richardson

Link Governor: C Foyle

Policy Approved **Signed: L Newby** **Date: 24.03.16**

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Policy Reviewed Signed: J Robinson Date: 07.06.18

Policy Reviewed Signed: C Foyle Date: 13.06.19

Policy Reviewed Signed: Date:

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 Academies? 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, Exec Head, Head of School SLT, 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.

The Governors, Exec Head, Head of School, SLT, will:

- make comparisons with other/similar schools using data provided by the LA, the Trust and the Government, e.g. RAISEonline, quality of teaching & learning, levels of expenditure, benchmarking.
- challenge proposals, examining them for effectiveness, efficiency, and cost, e.g. setting of annual pupil achievement targets, expansion to 3-form entry,
- require suppliers to compete on grounds of cost, and quality/suitability of services/products/backup, e.g. PPA supply
- 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, New Communities Team, DDAT, Local Authority.

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

The Governors, Exec Head, Head of School, SLT,

- 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, Exec Head, Head of School, SLT 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, Exec Head, Head of School, SLT 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, school hall.

Use of Resources

Governors, Exec Head, Head of School, SLT will deploy equipment, materials and services to provide pupils and staff with resources which support quality of teaching and quality of learning.

Teaching

Governors, Exec Head, Head of School, SLT 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, National Literacy Strategy and National Numeracy Strategy, 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, Exec Head, Head of School, SLT 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, 2 national curriculum levels between Years 3 and 6,

Purchasing

DDAT, Governors, Exec Head, Head of School, SLT 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 £25,000)
- 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, Exec Head, Head of School, SLT 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

In partnership with Vinci under PFI contract DDAT, the Governors, Exec Head, Head of School, SLT 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 Head of School and Curriculum Leads, e.g. classroom practice, work sampling
2. Termly target setting meetings between the Head of School and Curriculum Leads
3. Annual Performance Management
4. Annual Budget Planning
5. Head of School's monthly financial review
6. Termly visits by the Academies Assigned Inspector
7. Termly visits by the Academies Finance Adviser
8. Analysis of school pupil performance data, e.g. SATs results, standardised test results, LA schools, Academies similar schools
9. Analysis of LA pupil performance data, e.g. school profile data
10. Analysis of Academies financial data, e.g. SAGE reports, against bench mark data for all schools, Academies LA schools, similar schools
11. Analysis of DCSF pupil performance data, e.g. RAISEonline
12. Ofsted Inspection reports
13. Governors' termly committee meetings

14. Governors' full termly meetings
15. Governors' Annual Finance Review
16. Governors' Annual SATs Target Setting Meeting
17. Governors' Annual Development Plan Meeting

In the next three years the Governing Body will:

- hold an annual performance plan meeting to set targets for improving pupil achievement.
- hold an annual development plan meeting.
- discuss "Best Value" at each Autumn Term meeting of the Finance Committee.
- review their "Best Value" statement at each Spring Term meeting.
- obtain assessment management surveys .

Confirmation the Best Value Statement in respect of Hardwick Primary School has been discussed by the Governing Body

Example of Best Practice:

School PPA provision to be reviewed on an annual basis alongside School Development Plan. ICT expenditure is reviewed annually with a three year rolling programme of renewal, replacement in line with School Development Plan.

Replacing kitchen equipment with modern equipment improving energy efficiency and reducing gas usage.

Recruiting Apprentices to provide additional staff in Foundation, kitchen and office building up expertise for future vacancies

Working with 4 Universities to provide working experience students and possible future staff.

Working with DTSA, accommodating School Direct Teachers and possible opportunity to fill future vacancies.

Staff expertise marketed to other schools bringing in income to support children.

Staffing structure reviewed January annually to build in capacity in school to improve the personalisation of learning and feedback by:

- Increasing the number of HLTA's per year group and introducing an linguist to provide intensive intervention to support children new to English in Year 3 and 4
- Improving lunchtime provision and behaviour support throughout the day by covering with qualified full time staff.
- Improve PPA provision with more school staff led sessions and less external staffing.
- Improve holiday provision by employing Sports Coach to provide activity clubs 8 weeks per annum.
- Ensuring best value with a decreasing school budget – 5 year budget plans, reviewing revenue against planned expenditure ensuring balanced budget is sustainable without using reserves.
- Short term absences covered by existing staff within each year group, plans A,B and C to maintain good provision across school.
- Working closely with cluster to share best practice and collaboratively purchase support, CPD provision reducing overall costs but increasing expertise.