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## Best Value Statement

Approved Autumn 2016

All school policies are reviewed by Governors annually

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### 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 students, 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 student performance and financial performance compare with all schools? How does it compare with Gloucestershire 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 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 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 students.

Governors and the school leaders will:

- make comparisons with other/similar schools using data provided by the Government, e.g. RAISE, quality of teaching & learning, levels of expenditure
- challenge proposals, examining them for effectiveness, efficiency, and cost, e.g. setting of annual student achievement targets.
- require suppliers to compete on grounds of cost, and quality/suitability of services/products/backup.
- Consult appropriate individuals and organisations on quality/suitability of service we provide to parents and students, and services we receive from providers.

This will apply in particular to:

- staffing
- use of premises
- use of resources

- quality of teaching
- quality of learning
- purchasing
- students' welfare
- health and safety.

Governors and school 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 leadership from more important or valuable areas.

### **Staffing**

Governors and school leaders will deploy staff to provide best value in terms of quality of teaching, quality of learning, adult- student ratio, and curriculum leadership.

### **Use of Premises**

Governors and school leaders will consider the allocation and use of teaching areas, support areas and communal areas, to provide the best environment for teaching & learning, and for support services.

### **Use of Resources**

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

### **Teaching**

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

- a curriculum which meets legislative requirements.
- Teaching which builds on previous learning and has high expectations of children's achievement.

### **Learning**

Governors and school 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**

Governors and school 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
- procedures for accepting "best value" quotes, which are not necessarily the cheapest
- procedures which minimise office time by the purchase of goods or services under £1000 direct from known, reliable suppliers

### **Students' Welfare**

Governors and school 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**

Governors and school 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 students, staff and visitors.

### **Monitoring**

These areas will be monitored for best value by:

1. In-house monitoring by the Headteacher and curriculum leaders, e.g. classroom practice, work sampling
2. Target setting meetings between the SLT Line Managers and curriculum leaders
3. Annual Performance Management
4. Annual Budget Planning
5. Analysis of school student performance data
6. Financial data, e.g. FMS reports, against bench mark data for all schools, Gloucestershire schools, similar schools
7. Analysis of DFE student performance data, e.g. RAISE
8. Ofsted Inspection reports
9. Governors' committee meetings
10. Governors' full meetings