

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 plans. Governors need to secure the best possible outcome for pupils, in the most effective and efficient way, at a reasonable cost. This will lead to continuous improvement in the school's achievement 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 all stakeholders about the services it provides?
- **Compete** - How does the school secure efficient and effective services? Are services of an 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 pupils.

Governors and the school leaders will:

- Make comparisons with other/similar schools using the data provided by the LA and the government, e.g. ASP, IDSR, FFT and benchmarking levels of expenditure
- Challenge proposals, examining them for effectiveness, efficiency and cost
- Require suppliers to compete on grounds of cost and quality/suitability of services/products/backup
- Consult individuals and organizations on quality/suitability of service we provide to parents and pupils and services we receive from providers

The above will apply in particular to:

- Staffing
- Use of premises
- Use of resources
- Quality of teaching
- Quality of learning
- Purchasing
- Pupils' welfare
- Health & 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 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

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 and learning, for support services and for communal access to central resources, e.g. the library, ICT suites.

Use of resources

Governors and school leaders 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 leaders 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. As a VA school we follow a different scheme to the LA agreed syllabus.
- Teaching, which builds on previous learning and has high expectations of pupils' 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 national age related expected progress and will strive to improve on or maintain previous years exam results and attendance.

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:

- No quotations will be required for goods and services below £5,000 but the Head Teacher must be satisfied that ordered items have been researched against good value for money procedures.
- The Headteacher can authorise orders between £5,000 and £10,000 without the prior approval of the Finance Committee if within budget provision.

- Three quotations will be obtained for goods and services above £10,000 but below £30,000. The Head Teacher will be satisfied good value principles have been adhered to.
- Three quotations will be obtained for goods and services above £30,000 (but below (£145,000) and the full Governing Body needs to satisfy themselves that good value principles have been applied.
- Tenders will be sought for goods and services above £145,000 following tendering processes.
- For goods and services facilitated through Birmingham City Council and already approved by BCC following 'Best Value' agreements. No quotations or tenders will be needed.
- 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 £5,000 direct from known, reliable suppliers (e.g. stationary, 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 promote a safe working environment for pupils staff, and visitors

Monitoring

All the above will be monitored for best value by:

- In-house monitoring by the head teacher and curriculum leaders, e.g. lesson observations and book sampling
- The monitoring of pupil targets by the SMT
- Annual performance management
- Annual budget planning
- School Improvement Plan
- Regular financial reports
- Regular visits by the external finance provider - DRB
- Analysis of the school pupil performance data, e.g. SATs results, standardized test results against all schools, LA schools and similar schools
- Analysis of LA pupil performance data
- Analysis of DfE pupil performance data, e.g. ASP, IDSR
- OFSTED inspection reports, Diocese inspection reports.
- Governor committee meetings
- Full governing body meetings

In the next three years the governors will:

- Evaluate annually at Spring budget setting meetings staffing structure for best value
- Annually identify future capital expenditure programs, prioritise and link to estimated future budgets.
- Discuss 'best value' at the first autumn term meeting of the finance committee
- Review their best value statement at the first spring term meeting

Through the teachings of *God* we
Love **O**thers Value **E**veryone