

Hornby St Margaret's CEP School

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 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 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 the 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 allocations 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 uses 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. RAISE on- line, quality of teaching and learning, levels of expenditure.
- Will challenge proposals, examining them for effectiveness, efficiency and cost, e.g. setting of annual pupil achievement targets.
- Will require suppliers to compete on grounds of cost, and quality/suitability of services/products/backup, e.g. provision of computer suite, redecoration etc.
- Will consult individuals and organisations on quality/suitability of services we provide to parents and pupils, and services we receive from providers, e.g. pupil reports, assigned adviser, Ofsted, maintenance consultant.

This will apply in particular to:

- staffing
- use of premises
- use of resources
- quality of teaching

- quality of learning
- purchasing
- pupil's 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 cost.
- Will not waste time and resources 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, efficiency and effectiveness (managing the school as an organisation), efficiency of adult- pupil ratio, staff welfare 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 and 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 Early Years Foundation Stage (EYFS), the National Curriculum, the Diocesan 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 individual cohort, class and group, to provide teaching which enables the children to achieve nationally expected progress, e.g. setting of annual pupil achievement targets, national curriculum levels between Years 2 and 6.

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 £10,000) – Responsibility and Accountability.
- Procedures for accepting “best value” quotes, which are not necessarily the cheapest (e.g. suitability for purpose and quality workmanship)
- Procedures which minimise office time by the purchase of goods or services under £1000 direct from known, reliable suppliers (e.g. stationary, small equipment)

Pupil’s Welfare: -

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, SLT and subject leaders, eg classroom practice, work sampling.
2. Termly target setting meetings between the headteacher or members of the SLT and classroom teachers.
3. Annual Appraisal
4. Annual Budget Planning
5. Headteachers monthly financial review.
6. Regular visits by the LA Finance Officer.
7. Analysis of school pupil performance data, eg SATS results, sub-level progress, standardised test results against all schools, LA schools and similar schools.
8. Analysis of DFE pupil performance data e.g. RAISE on-line.
9. Annual targets for improving pupil achievement.
10. Analysis of LA financial data e.g. ORACLE reports, against bench-mark data for all schools, LA schools and similar schools.
11. Ofsted Inspection Reports.
12. Governors’ visits.
13. Governors’ termly committee meetings.
14. Governors’ full termly meetings.
15. Governors’ School Improvement Plan meeting(s).
16. School Adviser visits (SSG).