



**Astbury St Mary's Primary School**

# Best Value Statement

**Reviewed: Autumn 2018**  
**Next Review Date: Autumn 2019**

## **BEST VALUE STATEMENT 2018/19**

### **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 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. ASP, quality of teaching & learning, levels of expenditure
- 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. 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. Sex and Relationships Education, pupil reports, assigned SIP, Ofsted, borough Energy Group

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, e.g. the library and to have a regard for the DDA.

### ***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 and promote inclusion for all pupils including those with disabilities.

### ***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 2016 National Curriculum, the Chester Diocese RE Syllabus, and the needs of all pupils including those with disabilities.
- 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 and vulnerable groups, 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***

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 £5000)

- 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 for all pupils regardless of need or disability.

### ***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 all pupils, staff and visitors.

### **Monitoring**

These areas will be monitored for best value by:

1. In-house monitoring by the Headteacher and curriculum managers, e.g. classroom practice, work sampling
2. Termly target setting meetings between the Headteacher and curriculum managers
3. Annual Performance Management
4. Annual Budget Planning
5. Headteacher’s monthly financial review
6. Termly visits by the school’s Learning Partner
7. Analysis of school pupil performance data, e.g. SATs results, standardised test results, LA schools, similar schools.
8. Analysis of LA pupil performance data
9. Analysis of LA financial data, e.g. ORACLE reports, against bench mark data for all schools, LEA schools, similar schools
10. Analysis of DFE pupil performance data, e.g ASP
11. Ofsted Inspection reports
12. Governors’ committee meetings
13. Full Governors’ meetings
14. Governors’ Annual Finance Review
15. Governors’ Annual SATs Target Setting 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.
- review their “Best Value” statement at each Autumn Term meeting.
- consider best value when arranging internal and external redecoration contracts.
- obtain tenders and a consultant’s advice on any large scale refurbishment of the premises.
- Carry out annual health and safety risk assessments.

**Confirmation the Best Value Statement in respect of Astbury St Mary's Primary School has been discussed by the Governing Body**

Signed by:

Chair of Governors: ..... Date: .....

Headteacher: ..... Date: .....

Agreed at the Resources Governing Body Meeting on: 15<sup>th</sup> November 2018