



**ASPIRE LEARNING
PARTNERSHIP OF SCHOOLS**

Best Value Statement

Date of Approval:	2 October 2024
Date of Next Review:	October 2025
Signed: Executive Headteacher	M Talbot
Signed: Chair of Governors	M Hall

Document History

Date	Change Reference	Summary of Change
1 October 2021	Page 5	Removal of final paragraph referring to the governing body carrying out a 3 year target setting/review for this statement.
27 October 2023	Page 4	Purchasing – Procurement values amended

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. The governors of Greenleys Junior School are committed, therefore, to achieving **Best Value**.

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 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 schools managers, will:

- make comparisons with other/similar schools using data provided by the LA and the Government, quality of teaching and learning, levels of expenditure.
- challenge proposals, examining them for effectiveness, efficiency, and cost, e.g. setting of annual pupil achievement targets.
- require suppliers to compete on grounds of cost, and quality/suitability of services/products/backup, e.g. fencing around the school.
- Consult individuals and organisations on quality/suitability of service we provide to parents and pupils, 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
- pupils' welfare
- health and safety.

Governors and school managers will focus on areas where greatest cost saving can be made.

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 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 National Curriculum, the SACRE RE locally agreed 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 cohort, class and group, to provide teaching which enables children to achieve nationally expected progress, e.g. setting of annual pupil achievement targets.

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 procedures for goods and services above £500 including 3 written/email quotes* for goods valued between £500-£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 £500 direct from known, reliable suppliers (e.g. stationery, small equipment).

*Where possible after full endeavour to obtain 3 quotes.

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 and 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 pupils, 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. Pupil progress meetings between the Headteacher and curriculum leaders.
3. Annual Performance Management.
4. Annual Budget Planning.
5. Headteacher’s monthly financial review.
6. Analysis of school pupil performance data, e.g. SATs results, standardised test results, LA schools and similar schools.
7. Analysis of LA pupil performance data.
8. Analysis of LA financial data, e.g. reports, against benchmark data for all schools, LA schools, similar schools.
9. Analysis of DfE pupil performance data.
10. Ofsted Inspection reports.
11. Governors’ visits into school.
12. Governors’ termly committee meetings.
13. Governors’ full termly meetings.
14. Governors’ Annual Finance Review.