



# Lings Primary School

## Best Value Statement

Date of Last Review: May 2017

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I accept that, as Accounting Officer of Headlands Primary School, I am responsible and accountable for ensuring that the Academy Trust delivers good value in the use of public resources. I am aware of the guide to academy value for money statements published by the Education Funding Agency and understand that value for money refers to the educational and wider societal outcomes achieved in return for the taxpayer resources received.

I set out below how I have ensured that the Academy Trust's use of its resources has provided good value for money during the academic year.

## **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

## 1. What Is Best Value?

Governors 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 and economic?

## 2. 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 school managers, will:

- Make comparisons with schools within NPAT and similar sized schools using data provided by the EFA, LA and the Government, e.g. quality of teaching and learning, levels of expenditure etc.
- Challenge proposals, examining them for effectiveness, efficiency, and cost
- Require suppliers to compete on grounds of cost, and quality/suitability of services/products
- 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.

### **3. 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.

#### ***3.1. 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.

#### ***3.2. 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.

### ***3.3. 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.

### ***3.4. 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, , and the needs of pupils.
- teaching which builds on previous learning and has high expectations of children's achievement.

### ***3.5. 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, and national curriculum levels between Years 3 and 6.

### ***3.6. 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.
- 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).

### ***3.7. 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.

### ***3.8. 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.

### ***3.9. Monitoring***

The following areas will be monitored for best value by:

1. In-house monitoring by the Head Teacher and Deputies  
e.g. classroom practice, work sampling
2. Termly target setting meetings
3. Performance Management
4. Budget Planning
5. Head Teacher's monthly financial review

6. Analysis of school pupil performance data, e.g. SATs results, standardised test results, results against NPAT schools, similar schools
7. Analysis of pupil performance data
8. Analysis of DCSF pupil performance data, e.g. RAISE
9. Ofsted inspection reports
10. Governors' termly classroom observations
11. Governors' termly committee meetings
12. Governors' full termly meetings
13. Governors' Annual SATs Target Setting Meeting
14. Governors' Annual Development Plan Meeting

**4. Confirmation the Best Value Statement in respect of Lings Primary School has been discussed by the Governing Body**

Signed by:

Chair of Governors: .....

Date:.....

Accounting Officer (Head Teacher):.....

Date:.....

Agreed at the Governing Body Meeting on:

.....

Minute Reference: .....