

BEST VALUE STATEMENT

CREATED:	SPRING 2013
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REVIEW DETAILS:	SPRING 2014
Currently awaiting updated policy from Navigate Academies Trust.	



Introduction

The governing body is accountable for the way in which the academy's resources are allocated to meet the objectives set out in the academy'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 academy's achievements and services

What Is Best Value?

Governors will apply the four principles of **best value**:

- **Challenge** - Is the academy'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 academy's pupil performance and financial performance compare with all academies? How does it compare with LA academies? How does it compare with similar academies?
- **Consult** - How does the academy seek the views of stakeholders about the services the academy provides?
- **Compete** - How does the academy secure efficient and effective services? Are services of appropriate quality and economic value?

The Governors' Approach

The Governors and academy 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 academy.
- 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 academy managers, will:

- make comparisons with other/similar academy's using data provided by the LA and the Government, e.g. PANDA, 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 inspector, Ofsted, maintenance consultant, 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 academy 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 academy 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 academy 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.

Use of Resources

Governors and academy 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 academy 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, National Literacy Strategy and National Numeracy Strategy, the LA Agreed RE Syllabus, and the needs of pupils
- teaching which builds on previous learning and has high expectations of children's achievement

Learning

Governors and academy 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, 2 national curriculum levels between Years 3 and 6,

Purchasing

Governors and academy 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 £5,000)
- 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 £1000 direct from known, reliable suppliers (e.g. stationery, small equipment)

Pupils' Welfare

Governors and academy managers will review the quality of the academy environment and the academy ethos, in order to provide a supportive environment conducive to learning and recreation.

Health & Safety

Governors and academy managers will review the quality of the academy 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 Principal and curriculum managers, e.g. classroom practice, work sampling
2. Termly target setting meetings between the Principal and curriculum managers
3. Annual Performance Management
4. Annual Budget Planning
5. Principal's monthly financial review
6. Bi weekly visits by Head of Academies Finance
7. Analysis of academy pupil performance data, e.g. SATs results, standardised test results, 11+ results against all academy's and similar academy's
8. Analysis of LA pupil performance data
9. Analysis of LA financial data, e.g. PS Financials reports, against bench mark data for all academy's, and similar academy's

10. Analysis of DCSF pupil performance data, e.g. PANDA
11. Ofsted Inspection reports
12. Governors' classroom visits
13. Governors' termly committee meetings
14. Governors' full termly meetings
15. Governors' Annual Finance Review
16. Governors' Annual SATs Target Setting Meeting
17. Governors' Annual Development Plan Meeting
18. Governors' Annual Report to Parents

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.
- Discuss "Best Value" at each Autumn Term meeting of the Finance Committee.
- Review their "Best Value" statement at each Spring Term meeting.
- Consider best value when arranging internal and external redecoration contracts.
- Employ a maintenance consultant to advise on maintenance of the academy's buildings.
- Obtain tenders and a consultant's advice on any large scale refurbishment of the premises.
- Obtain assessment management surveys.

Confirmation the Best Value Statement in respect of Brambles Primary Academy has been discussed by the Governing Body

Signed by:

Chair of Governors: Date:

Principal: Date:

Agreed at the Governing Body Meeting on: Minute Reference: