



St Michael's CE (Controlled) Junior School

Inspired by Him, we serve the community of St Michael's by creating an inclusive learning culture where all differences are respected, where courage is shown to face and overcome adversity, and resilience is embedded in our journey to success so we can be the very best we

Best Value Statement

| | | |
|---|-------------------------------|------------------------------------|
| Creation Date | | |
| Issue Date | November 2021 | |
| Agreed & Authorised (Name & designation) | Mr Mark Sammes Headteacher | Mr Ian White Chair of Governors |
| Next Review Date | November 2022 | |
| Remarks | | |

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 strong 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, of economic value?

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 other/similar schools using data provided by the LA and the Government, e.g. Benchmarking of quality of teaching & 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. provision of IT equipment, redecoration of premises
- consult individuals and organisations on quality/suitability of service provided to parents and pupils, and services received from providers, e.g. LLP, Ofsted.

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, teaching kitchen, outside classroom.

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 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 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 tendering procedures (e.g. for goods and services between £500 and £7500)
- procedures approval of Full Governing Body for any expenditure above £15000
- 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 recommended by Hampshire County Council [HCC] (e.g. stationery, small equipment)
- For major building projects, HCC Architects are always consulted

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 & 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, Subject Leaders and Curriculum lead, 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 and continuous monitoring by Governors, Head Teachers and Leaders of Learning
5. Governor and Headteacher's half termly financial review
6. Annual visits by the LLP
7. Regular visits by the LA Finance Adviser
8. Analysis of school pupil performance data, e.g. SATs results, standardised test results against LA schools, similar schools
9. Analysis of pupil performance data, e.g. Analyse School Performance (ASP)
10. Analysis of LA financial data, e.g. against benchmark data for all schools, LA schools, similar schools
11. Ofsted Inspection reports
12. Governors' termly committee meetings
13. Governors' full termly meetings
14. Governors' Finance Review
15. Governors' School Improvement Plan