



Glenfall Community Primary School

Best Value Statement

This policy should be read in conjunction with:

- Admissions Policy
- Safeguarding Policy
- Behaviour Policy
- Early Help Offer
- Disability Discrimination Act (Equal Opportunities)
- First Aid Policy
- SEN Policy
- Inclusion Policy
- Keeping Children Safe in Education, September 2022

Policy review:

Policy approval	Full Governing Body
Date approved	2 March 2023
Frequency of review	Every 3 years
Date of next review	March 2026

Document History

Version	Issue date	Summary of changes
0.1	Feb 2023	Revised policy changed to new format
0.2	15 Feb 2023	Glenfall Staff consulted on policy
0.2	2 March 2023	Full Governing Body approved

Glenfall Primary School

School

BEST VALUE STATEMENT 2023

Introduction

The governing body is accountable for the way in which 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 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 leaders 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 manager 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 up annual pupil achievement targets, pupil ratios, staff ratios.
- 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. SIP, SENSS.

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 leaders:

- 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 leaders will deploy staff to provide best value in terms of quality of teaching, quality of learning, adult pupil ratio and curriculum management and administration.

Use of Premises

Governors and school leaders 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. library, sports centre.

Use of Resources

Governors and school leaders will deploy equipment, material and services to provide pupils and staff with resources which support quality of teaching and quality of learning.

Teaching

Governors and school leaders will review the quality of curriculum provision and quality of teaching to provide parents and pupils with:

- A curriculum that meets the requirements of the National Curriculum, 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 school leaders will review the quality of children's learning, by cohort, by class and group to provide teaching which enables children to achieve nationally expected progress. E.g. Setting of pupil achievement targets.

Purchasing

Governors and school leaders 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 £15,000)
- Procedures for accepting 'best value' quotes, which are not necessarily the cheapest (e.g. Suitability for purpose and quality of workmanship)

Pupils' Welfare

Governors and school leaders 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 leaders 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 head teacher and curriculum managers, e.g. classroom practice, work sampling.
2. Annual Performance Management.
3. Annual Budget Planning.
4. Regular visits from the LA finance advisor
5. Analysis of school pupil performance data – e.g. SATS results, standardised test results, RAISE
6. Analysis of LA pupil performance data.
7. Analysis of LA financial data – e.g. benchmark data for all schools, LA schools, similar schools.
8. Analysis of DfE Pupil Performance Data.
9. OFSTED inspection reports.

10. Governors' committee and full meetings.

11. SFVS statement

The Governing Body will:

- Receive regular updates on developments in the school via the Headteacher's written and verbal report
- Regularly review pupil progress and achievement using data provided by the school
- Review their 'Best Value' statement at least every three years.