

## *Mission Statement*

*“We welcome everyone into our community in order to live, love and learn together in the light and example of the life of Christ.”*



*Transforming Lives,  
Transforming Communities.*

### BEST VALUE STATEMENT

#### 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 Improvement Plan. 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 achievement 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? What do parents want?
- **Compare** – How does the school's pupils performance and financial performance compare with all schools? How does it compare with LEA 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?

### 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 LEA and the Government e.g. quality of teaching & learning, levels of expenditure
- challenge proposals, examining them for effectiveness, efficiency, and cost, e.g. setting of annual pupil achievement targets, maintenance contracts and tenders
- require suppliers to compete on grounds of cost and quality/suitability of services/products/backup e.g. provision of ICT equipment, repairs and maintenance, utilities
- consult individuals and organisations on quality/suitability of services we provide to parents and pupils, and services we receive from providers e.g. Finance Assistant, Annual Reports of progress (pupils), School Adviser, Catholic Partnership contracts

This will apply in particular to:

- staffing
- use of premises
- use of resources
- quality of teaching
- quality of learning
- purchasing
- pupils' welfare
- health & 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 and 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 the communal access to central resources, e.g. the libraries, SEN room, resource room, photocopying facilities.

### **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 Diocesan agreed RE Syllabus, and the needs of individual pupils.
- teaching which builds on previous learning and has high expectations of children's achievement, based on Assessment for Learning.

### **Learning**

Governors and school managers will review the quality of children's learning, by cohort and groups within cohorts e.g. ability, friendship, peer learning etc, to provide teaching which enables children to achieve nationally expected progress.

### **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 above £10,000)
- 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. stationary, small equipment)
- ongoing quotes from alternative companies to compare like for like and lowest prices on brand items

### **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 assessment 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 subject leaders e.g. classroom practice, work scrutiny.
2. Termly target setting monitored by the Leadership Group and TLR Postholders.
3. Annual Performance Management
4. Annual Budget Planning
5. Regular financial reviews – Headteacher and Finance Adviser
6. Fortnightly visits by the Finance Adviser
7. Analyses of school pupils performance data, e.g. SATs results, standardised test results, comparison with similar schools.
8. Analyses of LEA pupil performance data, e.g. CRISP Audit (SEN)
9. Analysis of DFEE pupil performance data
10. OFSTED Inspection reports
11. Governors' committee meetings each term
12. Governors' meetings each term
13. Governors Annual Approval of Budget
14. SIP Annual Planning and termly audits

In the next three years the Governing Body will monitor and review: -

- Target Setting
- The School improvement Plan
- The Best Value Statement at each Autumn Term meeting of the Finance Committee
- The 'Best Value' statement at The Governors' Meeting each Autumn Term.
- Best value when arranging internal and external redecoration contracts.
- Utilities and maintenance contracts
- Asset management and risk assessments

Agreed by Governing Body in February 2022

Review Date: February 2023