



Best Value Statement

Author	Business Manager	Date:	September 2020
Policy approved by:	Finance, HR & Audit	Next Review Date:	June 2022

1. Table of Contents

2. Introduction.....	3
3. What Is Best Value?	3
4. The Governors' Approach	3
5. Staffing	4
6. Use of Premises	4
7. Use of Resources	4
8. Teaching.....	4
9. Learning	4
10. Purchasing	4
11. Students' welfare	4
12. Health & Safety	5
13. Monitoring	5

2. 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.

3. What Is Best Value?

Governors will apply the five 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 / Value for Money?
- **Collaboration** - Ensure collaboration takes place with other like schools and the Tor Bridge Partnership

4. 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 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 learners.

Governors and the school managers will:

- make comparisons with other / similar schools using data provided by the LA and the Government, school accountability measures, 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 computer suite, redecoration;
- consult individuals and organisations on quality / suitability of service we provide to parents and pupils, and services we receive from providers.
- consider collaboration with other schools/colleges where appropriate

This will apply in particular to:

- staffing
- use of premises
- use of resources
- quality of teaching
- quality of learning
- purchasing
- learners' welfare
- health and safety

Governors and school managers will not waste time and resources:

- on investigating minor areas where few improvements can be achieved
- to make minor savings in costs
- by seeking quotes for minor supplies and services.

The pursuit of minor improvements on 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.

5. Staffing

Governors will take a strategic view on staffing (i.e. overall numbers); school managers will deploy staff to provide best value in terms of quality of teaching, quality of learning, adult-pupil ratio, and curriculum management.

6. 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.

7. Use of Resources

Governors and school managers will deploy sufficient equipment, materials and services to pupils and staff which support quality of teaching and quality of learning.

8. Teaching

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

An ambitious curriculum which at least 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.

9. 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 at least nationally expected

10. Purchasing

Governors and school managers will develop procedures for assessing need, and obtaining goods and services that 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 £1,000 direct from known, reliable suppliers (e.g. stationery and small equipment).

11. Students' 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.

12. 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.

13. Monitoring

These areas will be monitored for best value by:

1. In-house monitoring by the Headteacher and Curriculum Managers, 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
5. Headteacher's half termly financial review
6. Termly visits by the School's Improvement Partner
7. Visits by the Academy's Responsible Officer and Accountants
8. Analysis of school pupil performance data, e.g. GCSE's, Post 16 Data
9. Analysis of LA pupil performance data
10. Analysis of financial benchmarking data for all schools, LA Schools or similar sized schools
11. Analysis of DfE pupil performance data
12. Ofsted Inspection reports
13. Governors' termly classroom observations (optional)
14. Governors' termly committee meetings
15. Governors' full termly meetings
16. Governors' Annual Finance Review
17. Governors' Annual Development Plan Meeting

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 contracts.

Tor Bridge High is committed to ensuring the General Data Protection Regulation (GDPR) is adhered to at all times within the schools. We will ensure that all data we are given is processed in line with our organisation's Data Protection Policies and in line with your rights under the Data Protection Act 2018 and the EU General Data Protection Regulations.