



Hemingford Grey  
SCHOOL

# Best Value Statement

Date policy was last reviewed and approved:	<b>July 2018</b>
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## **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. The Governing Body will use the best endeavours 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?**

The Governing Body 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 Governing Body approach**

The Governing Body and the senior management team 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 and well-being of all pupils.

The Governing Body and the senior management team will:

- make comparisons with other/similar schools using data provided by the LA and the Government, e.g. relevant data dashboards, 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. 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

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

### ***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.

### ***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.

### ***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.

### ***Teaching***

Governors and school managers 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, National Literacy Strategy and National Numeracy Strategy and the needs of pupils;
- teaching that 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 that 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 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 that minimise office time by the purchase of goods or services under £1,000 direct from known, reliable suppliers (e.g. stationery and small equipment).

### ***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***

The Governing Body and the senior management team 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**

The Resources Committee of the Governing Body will monitor whether the school is getting best value by liaising with the appropriate members of staff, reviewing contracts and benchmarking.