

	Best Value Statement	
	Last reviewed: June 2025	Next review: June 2028
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Introduction

The Board of Governors is accountable for the way in which the school's resources are allocated to meet the objectives set out in the school's improvement plan. Governors should secure the best possible outcome for students in the most efficient, effective and economic way. This will help support continuous improvement in our students' progress and their achievements.

Governors will take due regard to the four principles of *best value*:

- **Challenge** - Is the school's performance high enough? Do our students make enough progress? Why and how is a service provided? Do we still need it? Can it be delivered differently? Are other providers available? What do stakeholders want?
- **Comparison** - How does the school's pupil performance and financial performance compare with all schools? How does it compare with similar schools? Does the school develop appropriate actions based on analysis and benchmarking against similar schools?
- **Consultation** - How does the school seek the views of stakeholders about the services the school provides? How can it forge more effective partnerships with outside bodies?
- **Competition** - How does the school secure efficient and effective services? Are services of appropriate quality and are they value for money? How does the school determine this?

The Governors' Approach

The Governors and the School Management will apply the principles of best value when making decisions about:

- The allocation of resources that promote the aims and values of the school.
- The targeting of resources to improve standards and the quality of provision.
- The use of resources that support the various educational needs of all students.

Governors and the School Management will:

- Benchmark with similar schools using data provided by the LA and the DfE, including ASP, IDSR, FFT and ALIS as well as networking and sharing information and good practice with other schools.
- Challenge proposals, examining them for effectiveness, efficiency, and economy e.g. Pupil Premium and the school's tutoring strategy.
- Require suppliers to compete on grounds of cost and quality, suitability of products and provision of services,
- Consult all stakeholders on the quality, suitability of the service we provide to parents and students as well as services we receive from providers when this is appropriate.

This will apply in particular to:

Staffing

Governors will take a strategic view on staffing; School managers will deploy the workforce 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 LRC.

Use of Resources

Governors and school managers will deploy sufficient equipment, materials and services which support good quality outcomes for the school's students.

Teaching

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

- A curriculum which meets the requirements of the National Curriculum and the needs of students.
- Teaching which builds on previous learning and has high expectations of children's progress and 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 reach their potential, e.g. through the setting of annual student 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 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 £2,000 direct from known, reliable suppliers (e.g. stationery and small equipment).

Student 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.

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 valuable areas.

Monitoring

These areas will be monitored for best value by:

1. In-house monitoring by the Headteacher, Senior Leadership Team (SLT) and Middle Leaders e.g. classroom practice, work sampling
2. Review meetings between the Headteacher, SLT and Heads of Faculties
3. Annual Performance Appraisal
4. Annual Budget Planning and regular monitoring by Governors and SLT.
5. Visits by the School's Effectiveness Advisor (SEA)
6. Analysis of school performance data e.g., FFT, IDSR, SISRA
7. Analysis of financial benchmarking data
8. Analysis of Pupil Premium
9. Ofsted Inspection Reports
10. School self-evaluation
11. School Improvement Plan
12. Governors' monitoring e.g. – Monthly meetings, Headteacher's termly report, regular planned visits, policy reviews.
13. School's Financial Values and Standards (SFVS)