



THE  
**NEW GUILD**  
TRUST

Best Value Statement

## **POLICY**

This policy has been adopted on behalf of all academies in the New Guild Trust Academy:

Member academies:

**Moorpark Junior School**  
**Jackfield Infant School**  
**Alexandra Junior School**  
**Alexandra Infants' School**

## **Approval and Review**

Committee to Approve Policy	Resources and Audit Committee
Date of Trustee Board / Academy Committee Approval	December 2023
Chair of Trustee Board / Academy Committee	Mrs S Brough
Signature	<i>S Brough</i>
Accounting Officer	Mrs K Peters
Signature	<i>K Peters</i>
Policy Review Period	12 months
Date of Policy Review	December 2024

<b>Version Control</b>			
<b>Version</b>	<b>Date Approved</b>	<b>Changes</b>	<b>Reason for Alterations</b>
Initial	Jun 2019	Initial version	
	Sept 2023	Updated Teaching Priorities to 4.	

## BEST VALUE STATEMENT

### Introduction

The Governing Body/Trustees are accountable for the way in which the school's resources are allocated to meet the objectives set out in the schools' development plans. Governors/Trustees 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 schools' achievements and services.

### What Is Best Value?

Governors will apply the four principles of **best value**:

- **Challenge** - Is the schools' 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 schools' 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'/Trustees' Approach

The Governors/Trustees and SLT 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.

The Governors/Trustees and SLT will:

- Make comparisons with other/similar schools using data provided by the LA and the Government, e.g. ASP, quality of teaching and 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 the 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, maintenance consultant.

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/Trustees and SLT will:

- Not waste time and resources on investigating minor areas where few improvements can be achieved.
- Not waste time and resources to make minor savings in costs.

- 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/Trustees and SLT 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/Trustees and SLT 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.

### **Use of Resources**

Governors/Trustees and SLT will deploy equipment, materials and services to provide pupils and staff with resources which support quality of teaching and quality of learning.

### **Teaching**

Governors/Trustees and SLT will review the quality of curriculum provision and quality of teaching in line with the **Whole School Development Plan**.

**Priority 1 – Leadership & Management**

**Priority 2 – Teaching, Learning and Assessment**

**Priority 3/4 – Personal Development, Behaviour and Welfare**

### **Learning**

Governors/Trustees and SLT will review the quality of children's learning, by cohort, class and group, to provide teaching **which enables 100% of children to achieve nationally expected progress, to make at least 2 levels of progress between KS1 and KS2.**

### **Purchasing**

Governors/Trustees and SLT 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 £2,999).
- 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, small equipment).

### **Pupils' Welfare**

Governors/Trustees and SLT will review the quality of the school environment and the individual school's vision statement, in order to provide a supportive environment conducive to learning.

### **Health and Safety**

Health and Safety Governors/Trustees and SLT 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/Head of School and curriculum managers, e.g. classroom practice, work sampling.
2. Termly target setting meetings between the Head Teacher/Head of School and curriculum managers.

3. Annual Performance Management.
4. Annual Budget Planning.
5. Head Teacher's/Head of School's monthly financial review.
6. Visits by the appointed external Academy Accountants.
7. Analysis of school pupil performance data, e.g. SATs results, standardised test results, results against all schools, LA schools, similar schools.
8. Analysis of LA pupil performance data.
9. Analysis of LA financial data, e.g. HCSS reports, against benchmark data for all schools, LA schools, similar schools.
10. Analysis of DFE pupil performance data, e.g. ASP.
11. Ofsted Inspection reports.
12. Link Governor meetings in Pupil Premium and Sports Premium.
13. Governors' termly committee meetings.
14. Governors' full termly meetings.
15. Governors' Annual Finance Review.
16. Governors' Annual SATs Target Setting Meeting.
17. Governors' Termly review and development days.
18. Online reports to parents.

In the next three years the Governing Body/Trustees 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 Autumn Term meeting.
- Consider best value when arranging internal and external redecoration contracts.
- Employ a maintenance consultant to offer advice on maintenance of the schools' buildings.
- Obtain tenders and a consultant's advice on the installation of IT and any large scale refurbishment of the premises.
- Obtain assessment management surveys.