

# The Wren School

## Best Value Statement

### Purpose and Background

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 students, in the most efficient and effective way, at a reasonable cost. This will lead to continuous improvement in the school's achievements and services.

This policy takes account of all relevant legislation.

### Policy objectives

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 differently?
- Compare - How does the school's student performance and financial performance compare with all schools? How does it compare with our neighbouring schools? How does it compare with similar schools nationally?
- 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?

### Management of the policy

<b>School</b>	This policy is implemented and managed by the Chair of Governors and Clerk to Governors
<b>Governing body</b>	The Full Governing Body will review and update this policy annually in line with all relevant legislation.
<b>Approval</b>	Approved by the Resources Committee November 2018
<b>Next review due</b>	October 2019

### Associated policies

Charging and Remissions Policy

Finance Policy

## Practice and procedures

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; and
- the use of resources to best support the various educational needs of all students.

Governors and the school managers will:

- make comparisons with other/similar schools using data provided by the government and external analysts, e.g. Analyse School Performance, academies financial benchmarking, National Audit Office reports, third party analyses of academies sector performance;
- challenge proposals, examining them for effectiveness, efficiency, and cost, e.g. regularly completing Sutton Trust toolkit to ensure value for money;
- require suppliers to compete on grounds of cost, and quality/suitability of services/products/backup, e.g. provision of cleaning, ICT, redecoration; and
- consult individuals and organisations on quality/suitability of service we provide to parents and students, and services we receive from providers, e.g. Sex and Relationships Education, student reports, School Improvement Partner, auditors, payroll providers, financial consultants.

This will apply in particular to:

- staffing;
- use of premises;
- use of resources;
- quality of teaching;
- quality of learning;
- purchasing;
- students' welfare;
- health and 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; and
- 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 or costs. Time wasted on minor improvements or savings can also distract management from more important or valuable areas. Governors have determined that a minor saving is where the actual cost is both less than £500 and less than 5% from the budgeted cost.

### **Staffing**

Governors and school managers will deploy staff to provide best value in terms of quality of teaching, quality of learning, adult-student 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 learning & teaching, for support services, and for communal access to central resources, e.g. the Learning Resource Centre.

### **Use of resources**

Governors and school managers will deploy equipment, materials and services to provide students and staff with resources which adequately 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 students with:

- a curriculum which meets any statutory requirements and the needs of students; and
- teaching which 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 which enables children to achieve nationally expected progress, e.g. setting of annual student achievement targets.

### **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 £5,000)
- procedures for accepting "best value" quotes, which are not necessarily the cheapest (e.g. suitability for purpose and quality of workmanship)

### **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.

### **Health and 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 students, staff and visitors.

### **Monitoring**

These areas will be monitored for best value by:

1. In-house monitoring by the headteacher and curriculum leaders, e.g. classroom practice, work sampling.
2. Termly target setting meetings between the headteacher and curriculum leaders.
3. Annual performance management.

4. Annual budget planning.
5. Headteacher's monthly financial review.
6. Chair of Governor's monthly financial review.
7. Visits by the School Improvement Partners and External QA Advisers.
8. Visits by the internal auditors.
9. Visits by the external auditors.
10. Analysis of school student performance data, e.g. standardised test results against all schools, LA schools, similar schools.
11. Analysis of external student performance data, e.g. Fischer Family Trust, where available.
12. Analysis of financial data, e.g. Annual Return, against bench mark data for all schools, neighbouring schools, similar schools nationally, where available.
13. Analysis of DfE student performance data, e.g. Analyse School Performance (ASP), where available.
14. Ofsted inspection reports.
15. Governors' learning walks.
16. Governors' committee meetings.
17. Full governing body meetings.
18. Governors' annual budget review.
19. Governors' annual strategic planning meeting, including target setting.
20. Governors' monitoring of the School Development Plan.

In the next three years the governing body will:

- monitor the proposed changes to the staffing structure and subsequent recruitment;
- hold an annual performance target meeting to review and challenge proposed targets for improving student achievement;
- discuss/review "best value" at each Summer term meeting of the Finance and Audit Committee;
- present their Best Value Statement at each Autumn term meeting; and
- consider best value when reviewing/renewing all contracts, e.g. payroll provider, grounds maintenance.

## Associated documents

Financial Procedures Manual