

Presfield High School & Specialist College



Best Value Statement

Financial Year 21-22

Date Ratified: *3rd March 2021*

Date for review: *3rd March 2022* (Yearly)

Signed:

A handwritten signature in black ink, appearing to read 'Mark Purcell', written over a white background.

Mark Purcell

Chair of Governors

GOVERNORS OF PRESFIELD HIGH SCHOOL BEST VALUE STATEMENT

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 improvement 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. Governors set the policy and monitor its implementation, the SLT are responsible for the operational delivery of the policy.

What is Best Value?

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? What do parents want?
- **Compare** – How does the school's pupil performance and financial performance compare with all schools? How does it compare with LEA 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' 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 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.

Governors, and the school managers, will:

- make comparisons with other/similar schools using data provided by the LEA and the Government, e.g. quality of teaching & learning, levels of expenditure, student performance nationally and locally. The Benchmarking Data provided by the LEA will be reviewed annually by the Finance Committee and any significant differences will be analysed in more detail if appropriate.
- challenge proposals, examining them for effectiveness, efficiency, and cost, e.g. setting of annual pupil achievement targets and any other expansion
- 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, e.g. S.I.P., OFSTED, L.E.A. etc.

This will apply in particular to:

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

Parents and students will be consulted formally and/or informally on their view of the provision made by the school.

Governors and school managers:

- will not waste time and resources on investigation of minor areas where few improvements can be achieved. (Deminimus £ 500.00)
- will not waste time and resources to make minor savings in costs
- 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.

Staffing

Governors and school leaders and 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 leaders and managers will consider the allocation and use of teaching areas, support areas and communal areas, to provide the best environment for teaching and learning, for support services and for communal access to central resources, e.g. the Hall and other specific areas. The Governors will take care that any Lettings they allow are cost effective and are not in any way detrimental to the core purpose of the school.

Grounds maintenance and Catering Contracts - the HT and SLT will lead and manage to secure Best Value from these, they will monitor provision, take appropriate action, and report to the Finance Committee. Governors will work with the HT and the school to secure Best Value in these two Contracts and from the Providers.

Use of Resources

Governors and school managers will deploy equipment, materials and services to provide pupils and staff with resources which support quality of teaching and quality of learning. School Managers will keep under review their current suppliers quality of service and will use new suppliers on a regular basis after researching markets. Security of the children, staff and premises will also be a focus.

Teaching

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

- a curriculum which meets the requirements of the National Curriculum, National Literacy Strategy and National Numeracy Strategy, the LEA Agreed RE Syllabus, the Secondary Schools Strategy, Partnership, Enterprise Education, Personalised Learning, etc, and the needs of pupils and the school.
- teaching which builds on previous learning and has high expectations of children's achievement and which is based on the use of prior and data predicted performance by teachers with children in classrooms and where underachievement is not tolerated.

Learning

Governors and school leaders and 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 end of Key Stage pupil achievement targets.

Purchasing

Governors and school leaders and 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 quotes and tendering procedures (e.g. for goods and services as per the Directives in the school's Financial Manual)
- delegating to the Headteacher the authority to accept quotations up the value of £10,000, with quotations above this being accepted by the Governing Body or by a Committee of Governors to whom that power has been delegated by the Governing Body (as detailed in the school's Financial Manual)
- 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 and school leaders and 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 and in which students can be safe, happy and do well.

Health & Safety

Governors and school leaders and 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. The HT and SLT will lead, manage and implement this on a daily basis.

Monitoring

These areas will be monitored for best value by:

1. Monitoring by the Headteacher and SLT, e.g. classroom practice, work sampling.
2. Annual Performance Management.
3. Annual Budget Planning.
4. Headteacher's review of monthly Finance reports and meetings of Finance Committee.
5. Termly visits by the S.I.P.
6. Analyses of school pupil performance data, e.g. performance results. Judged against all schools, LEA schools, similar schools, etc
7. Analyses of LEA pupil performance data, and how this relates to this school.
8. Analysis of LEA financial data, e.g. ORACLE reports, against bench mark data for all schools, LEA schools, similar schools, using data provided by the LEA, the Bench Marking Book and the Bench Marking Web Site.
9. Analysis of DfES pupil performance data, e.g. Raise on Line etc.
10. OFSTED inspection reports.
11. Governors termly committee meetings.
12. Governors full meetings, at least termly.
13. SIP and Governors Statutory Target Setting Meetings held during the Autumn Term.
14. School Profile Data.

In the next year/ three years the Governing Body/Committee will:

- discuss performance planning annually to set targets for improving pupil achievement
- discuss the school improvement plan annually
- discuss "Best Value" at each Spring Term meeting of the Full Governing Body. The Best Value Statement will be considered by all Committees so that the work and progress of the school can be considered in relation to this in an on going way.
- review their "Best Value" statement at each Spring Term meeting, with feedback from the 2 Committees.
- consider best value when arranging internal and external contracts. Monitor delivery of the contracts and secure Best Value for the students at the school.

The School Development Plan should include

- a summary of objectives with a strategy for achieving them targets for the next 3 years
- a summary of the means to achieve these targets
- current student performance and
- data predicted performance how this is to be financed.

The Governors will work with the HT and SLT and the school at all times to secure efficient and effective services and provision to lead to overall school improvement and student's achievement.