



WENSLEY FOLD CE PRIMARY ACADEMY

BEST VALUE STATEMENT (including Quotation Policy)

MISSION STATEMENT

The school values and recognises the uniqueness of each individual child and acknowledge their fundamental right to be educated to their full potential in a safe, secure and caring environment. The school, which has a Christian heritage, will, in partnership with parents and the extended community, aim to make each day count for all.

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 academy's development plan. 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 academy's achievements and services

What Is Best Value?

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

- **Challenge** - Is the academy'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 similar academies? How does it compare with LA schools?
- **Consult** - How does the academy seek the views of stakeholders about the services the academy provides?
- **Compete** - How does the academy secure efficient and effective services? Are services of appropriate quality, economic?

The Governors' Approach

The Governors and 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 academy.
- 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 the Government, e.g. raise on line, 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
- consult individuals and organisations on quality/suitability of service we provide to parents and pupils, and services we receive from providers.

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 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
- 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 the senior leadership team 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 the senior leadership team 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 library.

Use of Resources

Governors and the senior leadership team will deploy equipment, materials and services to provide pupils and staff with resources which support quality of teaching and quality of learning.

Teaching

Governors and the senior leadership team 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, teaching which builds on previous learning and has high expectations of children's achievement

Learning

Governors and the senior leadership team 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 pupil achievement targets, 2 national curriculum levels between Years 3 and 6,

Purchasing

Governors and the senior leadership team 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 £30,000)
- 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 £1000 direct from known, reliable suppliers (e.g. stationery, small equipment)

Childrens’ Welfare

Governors and the senior leadership team 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

Governors and the senior leadership 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

These areas will be monitored for best value by:

1. In-house monitoring by the Headteacher and senior leadership team,
2. Termly target setting meetings between the Headteacher and class teachers
3. Annual Performance Management
4. Annual Budget Planning
5. Termly visits by the SIO
6. Analysis of school pupil performance data, e.g. SATs results, standardised test results, similar academies
7. Analysis of DfES pupil performance data, e.g. Raise on line
8. Ofsted Inspection reports
9. Governors’ termly committee meetings
10. Governors’ full termly meetings
11. Governors’ Annual Development Plan Meeting
12. Governors’ Annual Report to Parents

Reviewed by the Governing Body November 2020

Signed **Chair of Governors**