



# Hollinsclough CE Academy

## Best Value Statement: 2018

### Mission Statement

*'To encourage the enthusiasm and joy of learning through a creative curriculum and a holistic approach to education that reflects Christian values supports, our community, guaranteeing accessibility and availability to all'*

### *Developing potential*

#### Introduction

Our Governing Body is accountable for the way in which the school's resources are allocated to meet the objectives set out in the academy development plans.

Our Governors make it a core requirement to secure the best possible outcome for our 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?

Our 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 academy's pupil and financial performance compare with all schools / academy's? How does it compare with LA schools? How does it compare with similar schools / academy's?
- **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 and value?

#### Our Governors' Approach

Our Governors and senior managers 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 senior managers, will:**

- make comparisons with other/similar schools / academies using data provided by the LA and the Government, e.g. RAISE, 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, quality and suitability of services, products and backup, e.g. provision of computer equipment, redecoration etc.
- consult individuals and organisations on quality and suitability of the 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, etc.

#### **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 senior 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**

Our Governors and senior 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**

Our Governors and senior 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 library, photocopier etc.

### **Use of Resources**

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

### **Teaching**

Our Governors and senior 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 Primary National Strategy, LDBE RE Syllabus, and the needs of pupils
- teaching which builds on previous learning and has high expectations of children's achievement

### **Learning**

Our Governors and senior 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 pupil achievement targets.

### **Purchasing**

Our Governors and senior 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)
- procedures which minimise office time by the purchase of goods or services under £1000 direct from known, reliable suppliers (e.g. stationery, small equipment)

### **Pupils' Welfare**

Our Governors and senior managers will review the quality of the academic environment and the academy ethos, in order to provide a supportive environment conducive to learning and recreation.

### **Health & Safety**

Our Governors and senior managers will review the quality of the building 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:

- In-house monitoring by our Principal and curriculum managers, e.g. classroom practice, work sampling
- Termly target setting meetings between the Principal and curriculum managers
- Annual Performance Management
- Annual Budget Planning
- Principals monthly financial review
- Termly visits by the SIP
- Analysis of ACADEMIC pupil performance data, e.g. SATs results, standardised test results, 11+ results against all schools / academies, LA schools, similar schools / academies
- Analysis of LA / DfE pupil performance data
- Analysis of LA financial data, e.g. bench mark data for all schools, LA schools, similar schools
- Ofsted Inspection reports
- Governors' termly classroom observations
- Governors' termly committee meetings
- Governors' full termly meetings
- Governors' Annual Finance Review
- Governors' Annual SATs Target Setting Meeting
- Governors' Annual Development Plan Meeting
- Governors' Annual Report to Parents

In the next three years the Governing Body 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 Spring Term meeting
- consider best value when arranging internal and external redecoration contracts
- employ a maintenance consultant to advise on maintenance of the schools' buildings
- obtain tenders and a consultant's advice on the installation of an IT suite, and any large scale refurbishment of the premises
- obtain assessment management surveys

**Signed...**

**Designation:** Chair of Governors

**Date...** October 2018

**Signed...**

**Designation:** Principal

**Date...** October 2018