



# Harvills Hawthorn Primary School

## Best Value Statement – 2021/22

### 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 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 school's achievements and services.

### 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 other 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' Approach

The Governors and school staff 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 staff, will:

- make comparisons with other/similar schools using data provided by the LA and the Government, e.g. analysing school performance portal, quality of teaching & learning, levels of expenditure
- challenge proposals, examining them for effectiveness, efficiency, and cost, e.g. staff development, photo-copier licences, etc.
- 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. Sex and Relationships Education, pupil reports, Ofsted.

#### This will apply in particular to:

- staffing
- pupils' welfare
- quality of teaching
- quality of learning
- purchasing

- use of premises
- use of resources
- health and safety

**Governors and school staff:**

- should not waste time and resources on investigating minor areas where few improvements can be achieved
- should not waste time and resources to make minor savings in costs
- should 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 will deploy staff to provide best value in terms of quality of teaching, quality of learning, adult-pupil ratio, and curriculum management.

**Pupils' Welfare & ECM Statement**

Governors and school staff will review the quality of the school sites and premises and the school ethos, in order to provide a supportive environment conducive to learning and recreation.

**Teaching**

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

1. A curriculum, which meets the requirements of the National Curriculum, the Every Child Matters Agenda (Be Healthy, Stay Safe, Enjoy & Achieve, Make a Positive Contribution and Achieve Economic Wellbeing) and the Local Authority Agreed RE Syllabus.
2. Teaching which builds on previous learning and has high expectations of children's achievement.

**Learning**

Governors and school staff will review the quality of children's learning, by cohort, class and group, to provide teaching, which enables children to achieve their potential. (The nationally expected progress is based on pupils achieving two curricular levels between Key Stages).

**Purchasing**

Governors and school staff 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:

1. Compliance with Financial Standard Orders when purchasing goods or services (eg verbal/written quotes).
2. Procedures for accepting "best value" quotes, which are not necessarily the cheapest (e.g. suitability for purpose and quality of workmanship).

3. Procedures which minimise office time by the purchase of goods or services under £1000 direct from known, reliable suppliers (e.g. stationery, small equipment)

### ***Use of Premises***

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

### ***Health & 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 pupils, staff and visitors.

## **Monitoring**

### **These areas will be monitored for best value by:**

1. In-house monitoring by the Headteacher and appropriate staff, e.g. classroom practice, hygiene standards.
2. Regular pupil target setting and evaluation involving all appropriate staff.
3. Annual Performance Management.
4. Annual Budget Planning.
5. Headteacher's half termly financial review.
6. Analysis of school pupil performance data, e.g. SATs results, standardised test results.
7. Analysis of LA financial data, e.g. against benchmark data for all schools, or LA schools, or similar schools.
8. Analysis of DfES pupil performance data, e.g. Raise online.
9. Ofsted Inspection reports.
10. Governors' agreed school visits.
11. Governors' termly committee meetings.
12. Full Governing Body meetings.
13. Governors' Annual SATs Target Setting Meeting.
14. Governors' Annual Development/Improvement Plan Meeting..
15. Self Evaluation Statement.