

## BEST VALUES POLICY 2020

### Equality Impact Assessment

The EIA has not identified any potential for discrimination or adverse impact and all opportunities to promote equality have been taken.*	<input checked="" type="checkbox"/>
The EIA has not identified any conflict with the Trust's co-operative values and the Church Schools' values.	<input checked="" type="checkbox"/>
Adjust the policy to remove barriers identified by the EIA or better promote equality.	<input checked="" type="checkbox"/>

\*Inclusive of protected characteristics

Provenance	Date
Written	Sept 2019
Working Party SLT/Pastoral	Nov 2019
Adopted by Governors	Jan 2020

Review Date
Sept 2021

Self Help Self Responsibility Equity Equality Democracy Solidarity  
Social Responsibility Honesty Openness Caring for Others

## **Introduction**

The Trust Board 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. Trustees 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?**

Trustees 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 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 Trustees' Approach**

The Trustees, School Governors and school Leaders 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;
- 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.

## **Trustees, Local School Councillors and the school leaders will:**

- Make comparisons with other/similar schools using data provided by the LA and the Government, e.g. ASP (RAISEonline), Ofsted Inspection Dashboard, FFT Aspire Data Dashboard, quality of teaching & learning, levels of expenditure;
- Challenge proposals, examining them for effectiveness, efficiency, and cost, e.g. setting of annual pupil achievement targets, curriculum changes;
- Require suppliers to compete on grounds of cost and quality/suitability of services/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. pupil reports, assigned maintenance consultant, energy group.

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

### **Trustees and school leaders:**

Trustees and school leaders will monitor the budget and will endeavour to make savings where ever possible.

### **Staffing**

Trustees and SLT 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**

Trustees and SLT 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 library.

### **Use of Resources**

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

### **Teaching**

Trustees and SLT will review the quality of curriculum provision and quality of teaching, to provide parents and pupils with:

- A broad and balanced curriculum which meets the requirements of the National Curriculum, Government Initiatives and the LA Agreed RE Syllabus, and the needs of pupils;
- Teaching which builds on previous learning and has high expectations of children's progress and achievement.

### **Learning**

Trustees and SLT 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 progress and attainment targets.

### **Purchasing**

Trustees, SLT and the Trust Finance 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 £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**

Trustees, School Governors and SLT 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**

Trustees, School Governors and SLT 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, SLT and HOFS, e.g. classroom practice, work sampling;
2. Annual Performance Management;
3. Link Trustee visits;
4. Link School Governors visits;
5. Annual Budget Planning;
6. The Finance Team will meet regularly to review with the Headteacher;
7. Analysis of school pupil performance data, e.g. KS3 results, standardised test results, KS3 Assessments and GCSE results against all schools, LA schools, similar schools;
8. Analysis of LA pupil performance data;
9. Analysis of LA financial data against bench mark data for all schools, LA schools, similar schools;
10. Analysis of DfE pupil performance data, e.g. ASP (RAISEonline) and FFT Aspire and Ofsted Data Dashboards;
11. OFSTED Inspection reports;
12. Other external audits or visit reports.