

Best Value Statement May 2021

Introduction

The trust is accountable for the way in which all resources are allocated to meet the objectives set out in the trust and school development 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 principals of best value:

- **Challenge:** Why, how and by whom a service is provided
- **Compare:** School performance against available data.
- **Consult:** With service users, the local community etc.
- **Competition:** Wherever practicable, to secure efficient and effective services

The Trust's Approach

The Trustees and senior 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
- 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

The Trustees and senior leaders will:

- make comparisons with other/similar schools using available data, e.g. Analyse School Performance (ASP), quality of teaching/learning and benchmarking levels of expenditure
- challenge proposals, examining them for effectiveness, efficiency, and cost
- require suppliers to compete on grounds of cost and quality/suitability of services/products
- consult individuals and organisations on quality/suitability of service we provide to parents pupils, and services we receive from providers

This will apply in particular to:

- **staffing** – Trustees and senior leaders 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 senior leaders 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
- **use of resources** – Trustees and senior leaders will deploy equipment, materials and services to provide pupils and staff with resources which support quality of teaching and quality learning
- **quality of teaching** – Trustees and senior leaders 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, and the needs of the pupils and teaching which builds on previous learning and has expectations of children's achievement
- **quality of learning** - through the Education Standards and Strategy committee, Trustees and senior leaders will review the quality of children's learning by setting of pupil achievement targets
- **purchasing** - Trustees and senior leaders will develop procedures for assessing need, and obtaining goods and services which provide best value in terms of suitability, efficiency, time and cost

- **pupil's welfare** - Trustees and senior leaders 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 and safety** - Trustees and senior leaders 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

These areas will be monitored for best value by:

1. Departmental reviews by the Chief Executive Officer & Trust Senior Leadership Team
2. Termly target setting meetings between Chief Executive Officer, Senior Leadership Team and head of departments
3. Annual performance management
4. Annual budget planning
5. Chief Executive Officer reports including financial review
6. Feedback from responsible officer and audit report
7. Analysis of school pupil performance data
8. Analysis of LA/DfE financial data – Benchmarking and VMFI
9. Analysis of DfE pupil performance data
10. Key issues for action identified by OFSTED
11. Trustees termly committee meetings
12. Trustees annual staff salary review