



# Aspiring Foundations Federated Nursery Schools



## BEST VALUE STATEMENT

### 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's improvement plans. Governors need to secure the best possible outcomes for children, in the most efficient and effective way, at a reasonable cost. This will lead to continuous improvement in the school's achievements and services. Governors set the policy and monitor its implementation across the federation; the Headteacher, Assistant head, office manager and Caretaker are responsible for the operational delivery of the policy.

### What is Best Value?

Governors apply the four principles of *best value*:

#### **Challenge**

- How will it improve the school's performance?
- Why and how is a service provided?
- Is the particular service still required?
- Can it be delivered differently?
- What do parents, children and other stakeholders want?

#### **Compare**

- How does the school's academic and financial performance compare with other schools?
- How do the quality of school's services compare with those of other schools?
- How do the cost of the school's services compare with those of other schools?
- How do the cost and quality of goods and services compare with those of other potential suppliers?
- How reliable are the maintenance and support arrangements from suppliers?
- How assured is the continuity of additional products and/or replacement parts from a particular supplier?
- Can goods and services be delivered within the required timescale?

#### **Consult**

- What are the views of parents, pupils and other stakeholders about the services the school provides?

#### **Compete**

- How does the school secure efficient and effective services?
- How does the school use its resources to maximise its core business of teaching and learning?

## **The Governors' Approach**

The Governors, headteacher, office manager and other employees 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;
- use of resources to best support the various educational needs of all pupils.

The Governors, headteacher, office manager and other employees will:

- make comparisons with other/similar schools using any available benchmarking and data provided by the LA and the Government, The Benchmarking Data provided by the LA will be reviewed annually by the Resources Committee and any significant differences will be analysed in more detail if appropriate. Any national Bench Marking Data will also be used in whatever form it is provided e.g. FS Profile results for the footprint of the Childrens centre / Authority
- challenge proposals, examining them for effectiveness, efficiency, and cost,
- require suppliers to compete on grounds of cost, and quality/suitability of services/products/backup, e.g redecoration
- consult individuals and organisations on quality/suitability of service provided to parents and pupils, and service received 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

Parents and pupils are consulted at least annually on their view of the provision made by the school.

The Governors and headteacher:

- 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***

- The headteacher will deploy staff across the federation to provide best value in terms of quality of teaching, quality of learning, adult-child ratio, and curriculum management.

### *Use of Premises*

- The headteacher 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 access to resources.
- The Governors will take care that any Lettings they allow are cost effective and are not in any way detrimental to the core purpose of the school.
- The Caretaker will oversee the in-house cleaning and grounds maintenance, reporting back to their line management in order to secure best value outcomes and manage the standards and efficiency of the contracts.
- The Heateacher, office manager and caretaker will report to the Resources Committee in respect to the relevant best value issues.

### *Use of Resources*

- The headteacher and assitant headteachers will deploy equipment, materials and services to provide pupils and staff with resources which support the highest possible quality of teaching and quality of learning.
- The headteacher, office manager and caretaker will keep under review the current suppliers quality of service and will use new suppliers only after researching markets when better value can be assured. Security of the children, staff and premises will be a determining factor.

### *Teaching*

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

- a curriculum which meets the requirements of the Early Years Foundation Stage and the personal requirements of pupils with disabilities or special educational needs.
- teaching which builds on previous interests and learning and has high expectations of children's achievement

### *Learning*

- The Governing Body, headteacher, and assistant heads will review the quality of children's learning, by cohort, class and group, to provide teaching which enables children to achieve the best they can whilst with us.

### ***Purchasing***

The headteacher and office manager 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 quotes and tendering procedures (e.g. for goods and services as per the requirements of the school’s agreed Finance Manual)
- 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 £500 direct from known, reliable suppliers (e.g. stationery, small equipment)

### ***Pupils’ Welfare***

- The Governors, headteacher and assistant heads will review the quality of the school environment and the school ethos, in order to provide a supportive environment conducive to learning and recreation and in which children can be safe, happy and do well.

### ***Health & Safety***

- The headteacher, office manager, caretaker and governors 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 children, staff and visitors. The headteacher, assistant head and caretaker will lead, manage and implement this on a daily basis.

### **Monitoring**

These areas will be monitored for best value by:

- Monitoring of teaching and learning in accordance with the Performance Management, Assessment, EYFS Policies
- Annual Performance Management.
- Annual Budget Planning.
- Headteacher’s termly financial review
- Analysis of pupil attainment and progress
- Analysis of Local Authority provided financial data
- OFSTED inspection reports.
- Governors’ termly committee meetings.
- Termly Governing Body meetings.
- School Profile Data.

Each year the Governing Body will:

- discuss “Best Value” at meetings of the Resources and Curriculum and Standards Committee meetings
- review their “Best Value” statement at each Spring Term meeting, with feed back from the 4 Cs (Challenge, Compare, Compete, Consult)
- consider best value when arranging internal and external contracts;
- monitor delivery of the contracts and secure Best Value for the students at the school.

The School Improvement Plans include:

- current school performance
- a summary of objectives with a strategy for achieving them over the next 3 years
- a summary of the means to achieve these targets
- an indication of how this is to be financed.

The Governing body will work with the headteacher and the assistant heads to secure efficient and effective services and provision to lead to overall school improvement and children’s achievement.