



Molescroft Primary School Best Value Statement

Written 2007, reviewed June 2010, March 2012, November 2017, October 2020, March 2023

1. INTRODUCTION

BEST VALUE STATEMENT 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 development plans. 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

2. 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 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?

3. THE GOVERNORS' APPROACH

The Governors' Approach

The Governors and school managers 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 managers, will:

- make comparisons with other/similar schools using data provided by the LA and the Government, e.g. FFT Aspire, Ofsted data evaluations, quality of teaching & learning, levels of expenditure, Key Indicators (LA).
- 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, and quality/suitability of services/products/backup, e.g. provision of new technology, 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



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Relationships Education, pupil reports, assigned inspector, Ofsted, maintenance consultants.

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 school 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

Governors and school 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

Governors and school 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.

Use of Resources

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

Teaching

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



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- a curriculum which meets the requirements of the National Curriculum, a progressive curriculum which is planned to best serve the pupils of this school and the LA Agreed RE Syllabus.
- teaching which builds on previous learning and has high expectations of children's achievement.

Learning

Governors and school managers will review the quality of children's learning, by cohort, class and specific group characteristics, to provide teaching which enables children to achieve nationally expected progress.

Purchasing

Governors and school 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

Governors and school managers 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

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.

4. MONITORING

Monitoring

These areas will be monitored for best value by:

1. In-house monitoring by the Headteacher and curriculum managers, e.g. classroom practice, work sampling
2. Regular review meetings between the Senior Managers and Curriculum Managers and teachers
3. Annual Appraisal Reviews
4. Annual Budget Planning
5. Monthly financial review
6. Visits by the School Improvement Partner and LA Finance Officer.



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7. Analysis of school pupil performance data, e.g. SATs results, standardised test results, against all schools, LA schools and similar schools
8. Analysis of LA pupil performance data, e.g. FFT reports
9. Analysis of LA financial data, e.g. Key Indicator Reports
10. Analysis of DfES pupil performance data, e.g. FFT
11. Ofsted Inspection and Data reports
12. Governors' termly committee meetings
13. Governors' full termly meetings
14. Governors' Annual Finance Review
15. Governors' Annual Standards / Development Planning Meeting

The Governing Body will continue to:

- hold an annual Standards Meeting to set targets for improving pupil achievement, and lead to the development of the annual School Improvement Plan.
- discuss "Best Value" at the Governor Finance Committee and review the "Best Value" statement.
- consider 'Best Value' when arranging internal and external maintenance contracts.
- work with the L.A. consultant to advise on maintenance of the schools' buildings.
- obtain tenders and take advice on any large-scale refurbishment of the premises.