

Appendix A –

St Joseph's Catholic Primary School, Warndon, Worcester

'following Jesus in all we do'

Best Value Statement

1. 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 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 and School senior leaders will apply the principles of best value when making decisions about:

- a. the allocation of resources to best promote the aims and values of the School.
- b. the targeting of resources to best improve standards and the quality of provision.
- c. the use of resources to best support the various educational needs of all pupils.

Governors and the School senior leaders will:

- a. make comparisons with other/similar schools using data provided by the LA and the Government, e.g. RAISE, quality of teaching & learning, levels of expenditure.

- b. challenge proposals, examining them for effectiveness, efficiency, and cost, e.g. setting of annual pupil achievement targets, impact of pupil premium and sports funding on pupil attainment and progress; expansion to 2-form entry.
- c. require suppliers to compete on grounds of cost, and quality/suitability of services/products/backup, e.g. development of Key Stage 1 playgrounds, redecoration.
- d. consult individuals and organisations on quality/suitability of service we provide to parents and pupils, and services we receive from providers.

This will apply in particular to:

- a. staffing
- b. use of premises
- c. use of resources
- d. quality of teaching
- e. quality of learning
- f. purchasing
- g. pupils' welfare
- h. health and safety.

However, Governors and School senior leaders:

- a. will not waste time and resources on investigating minor areas where few improvements can be achieved.
- b. will not waste time and resources to make minor savings in costs.
- c. 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.

4. Staffing

Governors and School senior leaders will deploy staff to provide best value in terms of quality of teaching, quality of learning, adult-pupil ratio, and curriculum management.

5. Use of Premises

Governors and School senior leaders 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.

6. Use of Resources

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

7. Teaching

Governors and School senior leaders will review the quality of curriculum provision and quality of teaching, to provide parents and pupils with:

- a. a curriculum which meets the requirements of the New National Curriculum, and the needs of pupils.
- b. teaching which builds on previous learning and has high expectations of children's achievement.

8. Learning

Governors and School senior leaders 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 achievement targets; impact of spend and resources on learning.

9. Purchasing

Governors and School 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. Measures already in place include:

- a. competitive tendering procedures (e.g. for goods and services above £5,000).
- b. procedures for accepting "best value" quotes, which are not necessarily the cheapest (e.g. suitability for purpose and quality of workmanship).
- c. procedures which minimise office time by the purchase of goods or services under £1,000 direct from known, reliable suppliers (e.g. stationery, small equipment).

10. Pupils' Welfare

Governors and School 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.

11. Health & Safety

Governors and School 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.

12. Monitoring

These areas will be monitored for best value by:

- a. In-school monitoring by the Headteacher, SLT, and curriculum leaders, e.g. classroom practice, work sampling, tracker progress.
- b. Half Termly and Termly pupil progress meetings between the Headteacher/SLT and class teachers.
- c. Ongoing performance management.
- d. Annual budget planning.
- e. Monitoring reports provided by curriculum coordinators as part of school curriculum monitoring; these are reviewed by Headteacher and Senior Leaders.
- f. Visits by the School's SIA.
- g. Analysis of school pupil performance data, e.g. SATs results, standardised test results, LA schools, similar schools.
- h. Analysis of LA pupil performance data.
- i. Analysis of LA financial data, e.g. against bench mark data for all schools, LA schools, similar schools.
- j. Analysis of DCSF pupil performance data, e.g. RAISE.
- k. Ofsted Inspection reports.
- l. Governors' visits in line with SDP priorities.
- m. Governors' termly committee meetings.
- n. Governors' full termly meetings.
- o. Governors' annual finance review.

- p. Governors' annual SATs target setting meeting.
- q. Governors' annual development plan meeting.

In the next three years the Governing Body will:

- a. hold an annual performance plan meeting to set targets for improving pupil achievement.
- b. hold an annual School Improvement Plan meeting.
- c. **discuss "Best Value" at the first autumn term meeting of the Finance Committee.**
- d. **review their best value statement at each Spring Term meeting.**
- e. **consider best value when arranging internal and external redecoration contracts.**

We confirm that the Best Value Statement in respect of St Joseph's Catholic Primary School has been discussed by the Finance Committee of the Governing Body.

Set up and agreed at the Finance and General Purposes Committee of the Governing Body Meeting on:

