



THE BISHOPSWOOD SCHOOLS FEDERATION

BEST VALUE STATEMENT

Introduction

The Bishopswood Schools Federation aims to provide good quality schooling by setting targets and allocating resources to raise standards and help secure continuous improvement in the school. In particular, when allocating the school's resources to meet the objectives set out in the school's improvement plan and the 'Every Child Matters' outcomes, the school seeks to secure the best possible outcome for pupils, in the most efficient and effective way, at a reasonable cost.

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 LEA schools? How does it compare with similar schools?
- **Consult** – How does the school seek the views of all stakeholders about the services the school provides?
- **Compete** – How does the school secure efficient and effective services? Are services of appropriate quality, and economic?

The Governors' Approach

The governors and school managers will apply the principles of best value when making decisions about areas which can realise significant improvements. The pursuit of minor improvements is not cost effective if the administration involves substantial time or costs. They will focus on:

- the allocation of resources to best promote the aims and values of the school
- the targeting of resources to best maintain/improve standards and the quality of provision
- the use of resources to best support the various educational needs of all pupils
- the allocation of resources to achieve the outcomes stated in the school improvement/development plans.

Governors and the school managers will:

- make comparisons with other/similar schools using data provided by the LEA and Government
- challenge proposals, examining them for effectiveness, efficiency and cost
- require suppliers to compete on grounds of cost and quality/suitability of services/products in the case of significant expenditure and/or critical services
- consult individuals and organisations on quality/suitability of services provided to parents and pupils, and services received from partners/providers.

Governors and school managers will apply the above in particular to:

Staffing

Deploy staff to provide best value in terms of quality of teaching and learning, adult-pupil ratio, and curriculum management.

Use of Premises

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

Deploy equipment, materials and services to provide pupils and staff with resources which support quality of teaching and quality of learning.

Quality of Teaching

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, and the needs of pupil
- teaching which builds on previous learning and has high expectations of children's achievement.

Quality of Learning

Review the quality of children's learning by cohort, class and group, to provide teaching which enables children to achieve nationally expected progress.

Purchasing

Operate procedures for assessing need, and obtaining goods and services which provide best value in terms of suitability, efficiency, time and cost.

Pupil's Welfare

Review the quality of the school environment and the school ethos, in order to provide a supportive environment conducive to learning and education.

Health & Safety

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:

- In-house monitoring by the Senior Management Team (SLT)
- Termly target setting meetings between the SLT and class teacher
- Annual Performance Management and termly reviews
- Annual review of the School Development Plan
- Annual Budget Planning
- Monthly financial review
- Termly visits by the HCC Assigned Inspector
- Twice yearly visits by the HCC Finance Advisor
- Analysis of pupil performance data against benchmark data for other schools
- Analysis of financial data against benchmark data for other schools
- Analysis of DfES pupil performance data
- Ofsted Inspection reports
- HCC Internal Audit reports
- Governors' Committee meetings
- Full Governing Body meetings.

In line with the School Improvement Plan, in the next three years the Governing Body will focus on:

- discussing “Best Value” at each Autumn Term meeting of the Resources Committee.
- reviewing their “Best Value” statement at each Autumn Term meeting.
- considering best value when arranging internal and external redecoration contracts.
- utilising HCC maintenance consultants to advise on maintenance of the schools’ buildings during the annual school visit.
- obtaining tenders and a consultant’s advice on the installation of the office refurbishment, and any large scale refurbishment of the premises.