

# SOKE EDUCATION TRUST

## Best Value Statement

Approved via Governorhub

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## Best Value Statement

### Aims

The Trust Board 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. 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

### Legislation and Guidance

The Academy Trust Handbook states that the academy has a statutory duty *to exercise care, skill and diligence and avoid conflicts of interest. The executive leader, as accounting officer, is required to ensure regularity, propriety and value for money. Their chief financial officer must ensure appropriate financial arrangements operate day to day.*

This policy complies with our funding agreement and articles of association

### Definitions

Trustees will apply the four principles of **best value**:

- **Challenge** - Are 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 Trust's pupil performance and financial performance compare with other similar Trusts?
- **Consult** - How does the Trust seek the views of stakeholders about the services it provides?
- **Compete** - How does the Trust secure efficient and effective services? Are services of appropriate quality, economic?

### Roles and Responsibilities

The Trustees 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.

Trustees, and the school managers, will:

- Make comparisons with other/similar schools using data provided the Government, e.g. Analyse School Performance, quality of teaching & learning, levels of expenditure
- Challenge proposals, examining them for effectiveness, efficiency, and cost, e.g. setting of annual pupil achievement targets, expansion to 3-form entry,
- Require suppliers to compete on grounds of cost, and quality/suitability of services/products/backup, e.g. provision of computer suite, 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 Relationships Education, pupil reports, Ofsted, etc

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

Trustees and school leaders:

- 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**

Trustees and school 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 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**

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

### **Teaching**

Trustees and school 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, the Agreed RE Syllabus, and the needs of pupils
- teaching which builds on previous learning and has high expectations of children's achievement

### **Learning**

Trustees and school leaders will review the quality of children's learning, by cohort, class and group, to provide teaching which enables children to make expected progress, e.g. setting of annual pupil achievement targets

### **Purchasing**

Trustees and school 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:

- competitive tendering procedures (e.g. for goods and services above £40,000)
- 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 £1,000 direct from known, reliable suppliers (e.g. stationery, small equipment)

### **Pupils' Welfare**

Trustees and school 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 & Safety**

Trustees and school 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.

### **Monitoring**

These areas will be monitored for best value by:

- In-house monitoring by the Headteacher and curriculum managers, e.g. classroom practice, work sampling
- Termly target setting meetings between the Headteacher and curriculum managers
- Annual Performance Management
- Annual Budget Planning
- Headteacher's monthly financial review
- Termly visits by the appointed Responsible Officer
- Analysis of school pupil performance data, e.g. SATs results,
- Analysis of National pupil performance data
- Analysis of financial data, e.g. bench mark data for selected academies
- Ofsted Inspection reports
- Local Governor monitoring visit reports
- Trustees' full termly meetings
- Trustees' Annual Report

### **Strategic Planning**

In the next three years the Trust Board will:

- Review the strategic plan
- Discuss "Best Value" at each Autumn Term meeting of the Trust Board meeting.
- Review their "Best Value" statement at each Autumn Term meeting.

### **Links to other policies**

Financial Statement