

St Ambrose Barlow RC High School



Best value Statement

November 2023

Person Responsible: Nicola Johnson

Ratified by Governors:

Date of planned Review: November 2024



LOVE

A place of love where **everyone is welcome and respected.**

A family of faith where **everybody matters;** where we are **unique together;** where we plant the seed that will one day **flourish.**

A **community with Christ** at the centre where the dignity of each person is celebrated so that they can **embrace excellence.**

I AM RESPECTFUL
I AM KIND
I AM INSPIRING



LEARN

A place to learn that is **alive with inspiring experiences** and a curriculum rich in knowledge and wisdom.

A family of faith where together we **seek truth, celebrate endeavour and achievement.**

A community that **values curiosity and nurtures learning** into action in the service of others.

I AM READY
I AM CURIOUS
I AM BRILLIANT



LEAD

A place to lead where young people grow to become men and women for others, **creative and courageous, ambitious** for the higher gifts.

A family of faith where we serve with **integrity, hope and determination.**

A community that values justice for the most vulnerable so that all may have **life to the full.**

I AM CREATIVE
I AM BRAVE
I AM A PROBLEM SOLVER

GOVERNORS OF ST AMBROSE BARLOW R.C. HIGH SCHOOL

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 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.

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? |

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. CFR Benchmarking and quality of teaching & learning,
- 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, quality and suitability of services, products and aftercare, 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.

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 and Learning Resource Centre's (LRC's)

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:

a curriculum which meets the requirements of the National Curriculum, National Literacy Strategy and National Numeracy Strategy, the LA Diocesan agreed RE Syllabus, and the needs of pupils 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 group, to provide teaching, which enables children to achieve nationally expected progress, e.g. setting of annual pupil achievement targets, to national curriculum levels between Years 7 and 11,

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 £2,000 direct from known, reliable suppliers (e.g. stationery, small equipment, etc.)

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.

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
- Annual Performance Management for all staff
- Termly target setting meetings between the Headteacher and curriculum managers
- Annual Budget Planning
- Headteacher's monthly financial review
- Termly visits by the School Improvement Officer and other visits as appropriate
- Analysis's of school pupil performance data, e.g. SATs results, standardised test results, 11 + results against all schools, LA schools, similar schools
- Analysis of financial *data* reports, against benchmark data for all schools, LA schools, similar schools
- Analysis's of LA pupil performance data

- OFSTED Inspection reports
- Analysis of pupil performance data
- Governors' termly committee meetings
- Governors' full termly meetings
- Governors Annual Finance Review

In the next year the Governing Bodies will:

- hold an annual performance plan meeting to set targets for improving pupil achievement.
- hold an annual development plan meeting.
- discuss "Best Value" at each Autumn Term meeting of the Finance Committee.
- review their "Best Value" statement at each Spring Term meeting.
- consider best value when arranging or revising any and all contracts.
- obtain tenders and independent advice prior to entering into any and all major contracts in relation to building works or major I.T. purchases and/or developments.



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#IAMONBOARD