



# Elm Court Livity Federation

## Best Value Statement

### Introduction

The Governing Body is accountable for the way in which resources are allocated to meet the objectives set out in each schools' development plans. The schools and Governors endeavour 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 each schools' achievements and services.

### What Is Best Value?

Governors will apply the four principles of best value:

- **Challenge:** Is each schools' 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 each schools' pupil performance and financial performance compare with all schools? How does it compare with LĀ schools? How does it compare with similar schools?
- **Consult:** How does each school seek the views of stakeholders about the services the school provides?
- **Compete:** How does each school secure efficient and effective services? Are services of appropriate quality, economic?

### The Schools' and Governors' Approach

**The Governors and the schools 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.

**The Schools and the Governors will:**

- Make comparisons with other/similar schools using data provided by the LA and the Government, e.g. quality of learning & teaching, levels of expenditure.
- Challenge proposals, examining them for effectiveness, efficiency, cost and for suppliers to compete on grounds of cost, and quality/suitability of services/products/backup.
- 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.

**Staffing**

Each school and the governors 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**

Each school and the governors will consider the allocation and use of teaching areas, support areas and communal areas, to provide the best environment for teaching and learning.

**Use of Resources**

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

### **Teaching**

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

- A curriculum which meets the needs of pupils.
- Teaching which builds on previous learning and has high expectations of children's achievement.

### **Learning**

Each school will review the quality of children's learning, by cohort, class and group, to provide teaching which enables children to achieve well.

### **Purchasing**

Each school and governors 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 £10,000) 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**

Each school and governors will review the quality of each school environment and its ethos, in order to provide a supportive environment conducive to learning and play.

### **Health & Safety**

Each school and governors 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 Executive Headteacher, Assistant Headteachers, and middle leaders, e.g. classroom practice, work sampling
- Target setting meetings – involving all teaching staff.
- Annual Performance Management.

- Annual Budget Planning.
- Executive Headteacher's monthly financial review.
- The School Profile.
- Analysis of school pupil performance data.
- Analysis of DfE pupil performance data,
- OfSTED Inspection reports.
- Governing Body termly meetings.
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We at the federated schools aim to develop and enhance our pupil's access to:

- A broad, balanced curriculum - including the National Curriculum where appropriate – and meet their individual needs.
- Communication.
- Awareness of self and others.
- Awareness of their environment.
- Thinking and learning skills.
- Ability to explore and investigate.
- Physical skills and mobility.
- Personal and social skills.
- Confidence and self-esteem.
- Autonomy and independence.
- Creative and aesthetic skills and experiences.
- Play and leisure activities.
- Spiritual and moral development.
- Quality of life.
- Ability to work with others.
- Enjoyment.

This policy was formally approved by the Governing Body on: 25/01/2023

Chair of Governors M Jenkins Date: 25/01/2023

Executive Headteacher [Signature] Date: 25.1.23

Review Date: January 2024