



Cramlington Village Primary School

Best Value Statement



“Empowering everyone to achieve”

Policy Title	Best Value Statement
Policies that inter-relate	School Development Plan, Risk Register, Financial Procedures Handbook
Legal and Statutory documents linked	N/A
Governor Committee responsibility	Finance and HR
Date of last review	September 2016
Reviewer name and position	D Wylie, Accounting Officer
Date of next review	August 2017
Date approved by Governors	September 2016
Audit file updated (date and name)	September 2016



Value for Money Statement:

I accept that as accounting officer of Cramlington Village Primary School I am responsible and accountable for ensuring that the academy trust delivers good value in the use of public resources. I am aware of the guide to academy value for money statements published by the Education Funding Agency and understand that value for money refers to the educational and wider societal outcomes achieved in return for the taxpayer resources received.

I set out below how I have ensured that the academy trust's use of its resources has provided good value for money during the academic year.

The Governing Body is accountable for the way in which the school's resources are allocated to meet the objectives set out in our School Development Plans (SDP). 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 our achievements and services.

What Is Best Value?

Value for money is about achieving the best possible educational and wider societal outcomes through the economic, efficient and effective use of all the resources in the trust's charge. Governors will apply the four principles of best value:

1. **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 works best for children?
2. **Compare** - How does the school's pupil performance and financial performance compare with all schools? How does it compare with other schools in our region? How does it compare with similar schools?
3. **Consult** - How does the school seek the views of stakeholders about the school services?
4. **Compete** - How does the school secure efficient effective services? Are services of appropriate quality, economic?

Governors' Approach

Governors and school leaders will apply the principles of best value when making decisions about:

- allocation of resources to best promote the mission statement, aims and values of our school;
- targeting of resources to best improve standards and the quality of provision;
- use of resources to best support the various learning needs of all pupils, staff, parents and governors.

Governors and school leaders will:



- make comparisons with other/similar schools using data provided by the Government, e.g. Raise-online, quality of teaching & learning, levels of expenditure;
- challenge proposals, examining them for effectiveness, efficiency, and cost, e.g. setting of annual pupil achievement targets, extended services provision;
- require suppliers to compete on grounds of cost, and quality/suitability of services/products/backup;
- consult individuals and organisations on quality/suitability of services we provide to parents and pupils, and services we receive from providers, e.g. energy management.
- 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.

Reviewing controls and managing risks

CVPS has established robust, segregation of duties within financial control. It carries out regular monthly financial monitoring from our Responsible Officer, and auditors, and reports to the Finance Committee each half term. Governors challenge decision makers within the Trust on the cost and effectiveness of spending proposals in order to achieve value for money.

The Risk Register and our Financial Procedures Handbook has directed the work of the Responsible Officer who reports 4 times a year to the Audit Committee. The findings from the Responsible Officer's visits shape our action plans for future developments and improvements.

This will apply in particular to:

Quality of Teaching

Governors and school leaders regularly review the quality of curriculum provision and quality of teaching, to provide parents and pupils with:

- an innovative, bespoke curriculum which meets the learning needs of our children and is aligned in some way to aspects of the National Curriculum
- teaching which builds on previous learning and has high expectations of children's achievement.

The Education Committee and school leaders regularly review the quality of



children's learning, by cohort, class and group, to provide the learning environment which enables children to achieve nationally expected progress, e.g. setting of annual pupil achievement targets, based on a minimum progression of 2 national curriculum levels within a key stage.

Termly pupil progress meetings monitor the progress of all groups of pupils and provide informed judgements for intervention programmes which address identified underachievement.

Annually planned use of Pupil Premium funding to raise pupil individual levels of attainment resulting in improved educational outcomes.

Staffing

Governors 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. CVPS's staffing structure is reviewed annually to ensure the most appropriate provision for our pupils. From 2013 / 2014, in the staffing structure, CVPS included the provision of a non – class based Vice Principal to ensure that :

- SENCO role and responsibilities effectively accommodate changes in the light of 2014 SEND Green Paper
- There is senior support for the vast range of welfare issues within school

Use of Resources

Governors and school leaders will deploy equipment, materials and services to provide pupils and staff with resources which promote quality teaching and learning. CVPS has implemented an asset register which manages the allocation of resources in terms of costings, effectiveness and depreciation.

Use of Premises

Governors and school 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 / immersive room / school hall. The premises committee oversees the use of the premises.

Purchasing

Governors 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;
- procedures for accepting "best value" quotes, which are not necessarily the cheapest;
- procedures which minimise admin time by the purchase of goods or services



under £1000 direct from known, reliable suppliers (e.g. stationery, small equipment).

Governors and school leaders will review the quality of the learning environment and the school's holistic ethos, in order to provide a supportive environment conducive to learning and healthy, active lifestyles. Health & Safety Governors, together with school leaders will review the quality of the learning environment and resources, carrying out appropriate risk assessments, 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 SLT and subject coordinators e.g. classroom practice, work sampling
- Termly target setting meetings between the SLT and class teachers
- Annual Performance Management
- Annual Budget Planning
- Principal's monthly financial review with the Finance Director
- Termly visits by the Head Start Partner/nominated School Improvement Partner
- Planned visits by the Responsible Officer
- Analysis of school pupil performance data, e.g. national test results, optional SATS, FSP
- Analysis of DFE financial data, FMS 6 reports, against bench mark data for groups of schools
- Analysis of DFE/OFSTED pupil performance data, e.g. RAISEonline
- OFSTED Inspection reports
- Classroom observations
- Governors' termly committee meetings
- Full Governing Body meetings
- Governors' Annual Target Setting Meeting

The Governing Body will:

- 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 Service Contracts
- obtain tenders and advice on the installation of any large scale refurbishment of the premises.
- obtain regular assessment management surveys.

Service Contracts are under annual review and the Academy has identified future contracts to have a best value and fitness for purpose review.