NOTRE DAME
CATHOLIC COLLEGE

BEST VALUE STATEMENT 2017/18

WHY DO WE HAVE THIS POLICY?

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 plan. 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/carers want?

- **Compare** - How does the school's pupil performance and financial performance compare with all schools/colleges? How does it compare with LA schools/colleges? 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?

HOW DOES THE SCHOOL RESPOND?

The Governors and school leaders 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. quality of teaching & learning, levels of expenditure, Raiseonline, Ofsted reports, benchmarking exercises.
- Challenge proposals, examining them for effectiveness, efficiency, and cost, e.g. setting of annual pupil achievement targets, staffing levels, allocation of BSM.
- Require suppliers to compete on grounds of cost, and quality/suitability of services/products/backup, e.g. provision of computer suite, redecoration, maintenance.
- Consult individuals and organisations on quality/suitability of service provided to parents and pupils, and services received from providers, e.g. Sex and Relationships Education, pupil reports, School Improvement Partner, Ofsted, maintenance consultant.

This will apply in particular to:

- Staffing
- Use of the school premises
- Use of resources
- Quality of teaching
- Quality of learning
- Purchasing
- Pupils' welfare
- Health and safety

Governors 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 leadership from more important or valuable areas.

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.

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 across all school premises.

Use of Resources

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

Teaching

Governors 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, National Literacy Strategy and National Numeracy Strategy, the Agreed RE
- Syllabus, and the needs of pupils;
- Teaching which builds on previous learning and has high expectations of pupils' achievement.

Learning

Governors and school leaders 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 and monitoring of annual pupil achievement targets.

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 will be undertaken in line with the School Financial procedures.
- 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 £1000 direct from known, reliable suppliers (e.g. stationery, small equipment).

Pupils’ Welfare

Governors 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

Governors 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:

1. In-house monitoring by the Headteacher and curriculum leaders, e.g. classroom practice, work sampling.
2. Target setting and monitoring meetings between the school leaders and heads of department.
3. Annual Performance Management.
4. Annual Budget Planning.
5. Headteacher’s monthly financial review.
6. Termly visits by the School Improvement Partner.
7. Visits by the LA Finance Adviser.
8. Visits by the Responsible Officer, appointed by the Governing Body.

9. Analysis of school pupil performance data, e.g. standardised test results, all public examinations at 16+, 17+ and 18+.
10. Analysis of LA pupil performance data.
11. Analysis of LA financial data, e.g. against bench mark data for all schools, LA schools, similar schools.
12. Analysis of DfE pupil performance data, e.g. Raiseonline.
13. Ofsted Inspection reports.
14. Governors' termly committee meetings.
15. Governors' full termly meetings.
16. Governors' Annual Finance Review.
17. Governors' Annual Development Plan Meeting.
18. The School Business Director.
19. The School Facilities Manager.

In the next three years the Governing Body 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 internal and external redecoration contracts.
- Where appropriate engage an Architect to advise on maintenance of the schools' buildings.
- Obtain tenders supported by the appropriate technical advice relating to any large scale purchase or refurbishment of the premises.

Confirmation of the Best Value Statement of Notre Dame Catholic College has been discussed by the Governing Body.

Signed by Chair of Governors and Headteacher on 24th May 2012.

Agreed at the Governing Body Meeting held on 24th May 2012 minute reference 28/12.