

## SHIREHAMPTON PRIMARY SCHOOL

### Best Value Statement

The Governors of Shirehampton Primary school are committed to achieving Best Value in all decisions made. We use the principles of Best Value as they apply to securing continuous improvement in this school and will:

- regularly review the functions of the school, challenging how and why services are provided and setting targets and performance indicators for improvement;
- monitor outcomes and compare performance with similar schools and within the school;
- consult appropriate stakeholders before major decisions are made;
- promote fair competition through quotations and tenders to ensure that goods and services are secured in the most economic, efficient and effective way.

We 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 the standards and the quality of provision;
- the use of resources to best support the various educational needs of all pupils.

We will submit our Best Value Statement with the annual budget plan. The progress of the annual budget plan and the Best Value Statement will be monitored with the School Development Plan in order to determine the extent of continuous improvement.

We ensure that best value is reviewed and demonstrated. We will focus on:

- **education functions** – Governors and the SLT 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 and the needs of pupils and which also builds on previous learning and has high expectations of children's achievement. Joint meetings between the Governors' Teaching & Learning Committee and the SLT will be held in Terms 1, 3 and 5.
- **care of pupils** – Governors and the SLT will review the quality of the school environment and the school ethos in order to provide a supportive environment conducive to learning and recreation.
- **staffing** – Governors and the SLT will deploy staff to provide best value in terms of quality of teaching, quality of learning, adult-pupil ratios and curriculum management.
- **the school environment** – Governors and the SLT will consider the allocation and use of teaching areas, support areas and communal areas to provide the best environment for teaching and learning, for support services, for communal access to central resources and for outside recreation.
- **resources** – Governors and the SLT will deploy equipment, materials and services to provide pupils and staff with resources which support quality of teaching and quality of learning. We will continue to 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 for goods and services above £10,000;
  - procedures for accepting best value quotes which are not necessarily the cheapest but represent suitability for purpose and quality of workmanship;
  - procedures which minimise office time by the purchase of goods or services under £1,000 from known and reliable suppliers;

- **school leadership and management** – Governors and SLT monitor and evaluate children’s learning through a variety of assessment and tracking tools which identify the precise learning needs of children and allow early interventions where necessary. As part of the continuous improvement of governance, Governors agree a Development Plan with priorities around the ‘Helping Children Achieve More’ strands which directly and positively impact the School Development Plan;
- **financial management** – Governors and SLT will monitor and review expenditure according to the guidelines set down in the school’s Finance Policy, Finance & Resources Committee Terms of Reference and this Best Value Statement.

Comparing performance is central to the success of best value. Best value helps the Headteacher implement performance management systems, for example, in reviewing how individual or curriculum areas are progressing towards targets. It can be an effective way for the school to challenge itself to improve performance, deliver better services, and learn from other schools.

To compare our school’s performance we can use:

- performance indicators;
- benchmarking.

### **Performance Indicators**

Performance indicators can be used to measure and compare our school’s performance, to inform managers, to develop our service, and to help in benchmarking.

Performance indicators should be:

- valid and reliable;
- relevant to the aims and objectives of the school;
- clearly defined to ensure consistent collection and measurement;
- easy to understand and use;
- comparable and sufficiently accurate to allow comparisons between schools and over time;
- cost effective to collect;
- attributable so that responsibility for performance is clear;
- timely, with reports of performance being made periodically and soon after the end of an agreed time period.

Performance indicators should be seen as an aid to understanding and measuring the schools performance, they should not constrain change and innovation.

Areas where performance indicators will be used for best effect include:

- records of pupils’ behavior;
- budget allocation information;
- RAISEOnline reports;
- National Curriculum test results and comparisons with similar schools;
- in-school, inter-subject comparisons;
- spend per pupil, for example, on equipment, staffing, maintenance;
- staffing structure reviews;
- staffing costs per pupil;
- pupils’ and parents/carers’ satisfaction.

## **Benchmarking**

Benchmarking is a technique for improving performance and promoting efficiency. The school can benchmark its current performance against past performance, or we can compare our self with other schools. In this way our school can see how well it is doing in relation to the past or relative to other schools and can therefore identify areas for improvement.

Successful benchmarking involves:

- planning and resourcing benchmarking adequately;
- having clear but challenging objectives;
- focusing on important issues;
- identifying partners;
- organising the process of benchmarking;
- defining the measures for comparison;
- understanding why performance varies;
- implementing change.

Confirmation that the Best Value Statement in respect of Shirehampton Primary School has been discussed by the Governing Body.

Signed by:

Chair of Governor:

Date:

Headteacher:

Date: