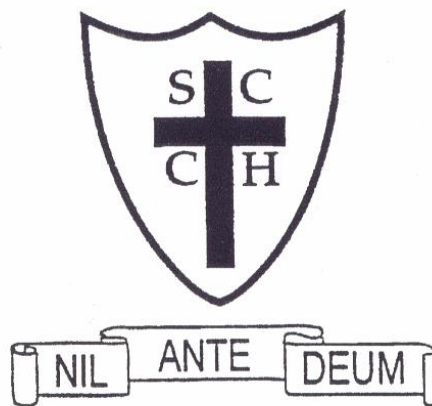


# **ST CATHERINE'S CATHOLIC HIGH SCHOOL**



## **BEST VALUE STATEMENT 2012/2013**

Last Reviewed: January 2012

Review Date: March 2013

## 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 students, 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 student 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 students.

Governors, and the school managers, will:

- make comparisons with other/similar schools using guidance data provided by the LA and the Government, e.g. *Raise-online*, Fischer Family Trust (FFT), The Schools Network (TSN), quality of teaching & learning, levels of expenditure.
- challenge proposals, examining them for effectiveness, efficiency, and cost, e.g. setting of annual student achievement targets.
- require suppliers to compete on grounds of total acquisition cost, and quality/suitability of services/products/backup including financial stability, e.g. update of computer network, redecoration.
- consult individuals and organisations on quality/suitability of service we provide to parents/carers and students, and services we receive from providers, e.g. OfSTED, National Challenge.

This will apply in particular to:

- staffing
- use of premises
- use of resources
- quality of teaching
- quality of learning
- purchasing
- students' 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.

Cost = Total Acquisition Cost not just Price

**Staffing:** Governors and school managers will deploy staff to provide best value in terms of quality of teaching, quality of learning, adult-student 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 Resource Centre.

**Use of Resources:** Governors and school managers will deploy equipment, materials and services to provide students 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/carers and students with:

- a curriculum which meets all the statutory requirements and the needs of all students, including those with Special Educational Needs, and;
- teaching which builds on previous learning and has high expectations of students' achievement

**Learning:** Governors and school managers will review the quality of students' learning, by cohort, class and group, and individuals to provide teaching which enables students to achieve at least nationally expected progress, e.g. setting of annual student achievement targets, 2 national curriculum levels between Years 7 - 9, Years 9 – 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 £75,000);
- for expenditure over £4,000 and up to £75,000 four written quotations will be requested and at least 2 must be obtained;
- 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).

- Governors will approve all new contracts before signing and will also approve all contract renewals. Contracts exceeding twelve months in duration will not normally be approved.

**Students' 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, A Full Risk Assessment is a mandatory requirement for all visits / activities away from / off school premises signed by the Head Teacher and this must be authorised by at least two Governors in advance of the visit if no Governing Body meeting is planned before this activity takes place, in order to provide a safe working environment for students, staff and visitors.

**Monitoring:** These areas will be monitored for best value by:

1. In-house monitoring by the Headteacher and curriculum managers, e.g. classroom practice, work sampling.
2. Termly review target setting meetings between the Headteacher and Curriculum Managers/Progress & Learning Managers (PaLMs).
3. Annual Performance Management.
4. Annual Budget Planning.
5. Headteacher's monthly financial review.
6. Analysis of school student performance data, e.g. end of Key Stage levels, Level 1 and 2 threshold levels, against all schools, LA schools, similar schools.
7. Analysis of LA student performance data.
8. Analysis of LA financial data against benchmark data for all schools, LA similar schools.
9. Analysis of DfE student performance data, e.g. Raise on-line
10. OFSTED Inspection.
11. Governors' termly committee meetings.
12. Governors' full termly meetings.

In the next three years the Governing Body will:

- hold an annual development plan meeting.
- discuss and review "*Best Value*" at each Autumn Term meeting.
- consider "*Best value*" when arranging internal and external redecoration contracts.
- obtain LA Asset Management advice on any large scale refurbishment of the premises.
- obtain Asset Management surveys .

Signed: (Head) Mrs P Sheard

Signed: (Chair of Governors) Mr T Miskell

Date ratified by Governing Body: January 2012

Date to be reviewed: March 2013

## ***Glossary of Terms***

DfE	-	Department for Education
FFT	-	Fischer Family Trust
LA	-	Local Authority
OFSTED	-	Office for Standards in Education
PaLMs	-	Progress & Learning Managers
TSN	-	The Schools Network