

King's Group Academies

Best Value Statement

Date adopted: July 2016

Date reviewed: October 2024

Date of next review: October 2026

Introduction

The Trust board is accountable for the way in which the Trust's resources are allocated to meet the objectives set out in the Trust's development plans. Trustees need to secure the best possible outcome for the Academies within the Trust and the pupils they serve, in the most efficient and effective way, at a reasonable cost. This will lead to continuous improvement in the Academies' achievements and services.

Added Value

Purchases should only be made on the basis that they add value to the Trust's performance. When a purchase is assessed as adding value, the principles of Best value will be applied.

What Is Best Value?

Trustees 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 want?
- **Compare** - How does the school's pupil performance and financial performance compare with all 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 Trustees' Approach

The Trustees 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 pupils.

Trustees, and the school managers, will:

- make comparisons with other/similar schools using data provided by the LA and the Government, e.g. raise on line data, quality of teaching & learning, benchmarking.
- challenge proposals, examining them for effectiveness, efficiency, and cost.
- require suppliers to compete on grounds of cost, and quality/suitability of services/products/backup.
- negotiate traded service agreements to ensure quality and suitability of service we provide to parents and pupils, and services we receive from providers, e.g. Music service, technical support contracts etc

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

Trustees 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.

Staffing

Trustees and school managers will deploy staff to provide best value in terms of quality of teaching, quality of learning, adult-pupil ratio, and curriculum management annually and this will be reviewed in light of the children's changing needs.

Use of Premises

Trustees 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.

Use of Resources

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

Teaching

Trustees and school managers 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 LA Agreed RE Syllabus, and the needs of pupils.
- teaching which builds on previous learning and has high expectations of children's achievement.

Learning

Trustees and school managers 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 of annual pupil achievement targets.

Purchasing



Trustees 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 £50,000).
- 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 £1000 direct from known, reliable suppliers (e.g. stationery, small equipment).

Pupils’ Welfare

Trustees and school managers will review the quality of the school environment and the school ethos, in order to provide a supportive and stimulating environment conducive to learning and recreation.

Health & Safety

Trustees and school managers 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 Principal and curriculum leaders, e.g. classroom practice, work sampling
2. Target setting meetings between the Principal and teachers
3. Annual Performance Management
4. Annual Budget Planning
5. Financial review
6. Termly visits by the School Improvement Partner.
7. Visits by the Internal Auditor
8. Analyses of school pupil performance data, e.g. SATs results, standardised test results against all schools/ similar schools
9. Benchmarking of pupil performance data.
10. Benchmarking of financial data
11. Analysis of DFE pupil performance data



- 12.** Performance of children with SEN will be analysed against targets specified in the Academy Strategic Plan and through the annual review process to ensure that any resources for enhanced provision are giving 'best value.'
- 13.** OFSTED Inspection reports
- 14.** Trustees' committee meetings
- 15.** Trustees' full termly meetings
- 16.** Trustees' Annual Action Plan Update Meeting