

GOVERNING BODY OF SUTTON COLDFIELD GRAMMAR SCHOOL FOR GIRLS

BEST VALUE STATEMENT

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 Development Plan in accordance with the Academies Financial Handbook. Governors need to secure the best possible outcome for the school, in the most efficient and effective way, at a reasonable cost. This will lead to continuous improvements 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 want?

Compare

- How does the school's student 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 and economic viability?

The Governors' Approach

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 students.

Governors and the school leaders will:

- make comparisons with other/similar schools using appropriate data, for example the quality of teaching and learning, levels of expenditure;
- challenge proposals, examining them for effectiveness, efficiency and cost for example the setting of annual student achievement targets;
- require suppliers to compete on grounds of cost, and quality/suitability of service we provide to parents and students, and services we receive from providers.

Governors and school leaders will not spend:

- time and resources on investigating minor areas where few improvements can be achieved;
- time and resources to make minor savings in cost;
- time and resources by seeking tenders for minor supplies and services under £1,000.

Staffing

Governors and school leaders will deploy staff to provide best value in terms of quality of teaching, quality of learning, adult-student ratio, and curriculum management to meet current legislation.

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 and learning, for support services, and for communal access to central resources.

Use of Resources

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

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 (e.g. for goods and services over £10,000);
- 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 purchase of goods or services under £1,000 direct from known, reliable suppliers (e.g. stationery, small equipment).

Student 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 and 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 students, staff and visitors.

Monitoring

These areas will be monitored for best value by:

1. In-house monitoring by the Headteacher, Senior Leadership Team and Heads of Department;
2. Meetings between the Headteacher and Heads of Department regarding outcomes for pupils;
3. Annual Appraisal;
4. Annual Budget Planning and continuous monitoring by Governors and the Senior Leadership Team;
5. Financial Benchmarking against other/similar schools;
6. Analysis of school student performance data against similar schools;
7. Analysis of Department for Education performance data;
8. OFSTED Inspection reports;
9. Full Governing Body and sub-committee reviews in accordance with the Terms of Reference;
10. The School self-evaluation procedures;
11. The School Development Plan.

Signed Date

Chair of Governing Body

Signed Date

Headteacher

Statement approved: January 2017

Statement review date: January 2018