



Best Value Statement 2024-25

This is a mandatory policy for all Vine schools that has been noted and implemented with no amendments by this school.

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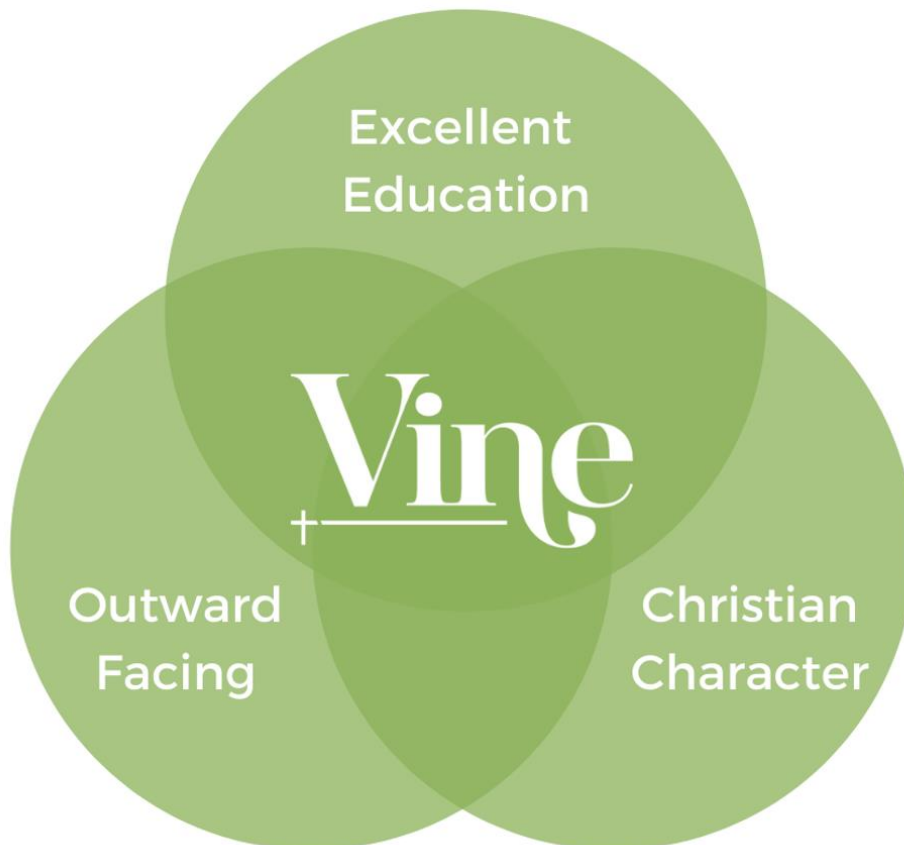
**I am the vine; you are the branches.
If you remain in me and I in you, you
will bear much fruit**

JOHN 15:5



Vision & Values

V Valuing every person
I Inspiring great teaching
N Nurturing academic excellence and Christian Character
E Excelling, unlocking great potential



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1.0 What is Best Value

1.1. Best value is about obtaining Value for Money (VFM), it is not geared towards accepting the lowest cost, but is about getting the right balance between quality and cost. The three elements of VFM are:

1.1.1. **Economy:** minimising the costs of resources used.

1.1.2. **Efficiency:** relationship between outputs and the resources used to produce them.

1.1.3. **Effectiveness:** extent to which objectives have been achieved.

1.2. Trustees will apply the four principles of best value:

1.2.1. Challenge

1.2.1.1. Regularly review the functions of the academy and **challenge**.

1.2.1.2. Is the academy's performance high enough?

1.2.1.3. Why and how is a service provided? Do we still need it, or can it be delivered differently?

1.2.2. Compare

1.2.2.1. Monitor outcomes of the students and financial performance and **compare**.

1.2.2.2. How does the academy's pupil performance and financial performance compare with all academies/schools?

1.2.2.3. How does it compare with other local academies and LA schools?

1.2.3. Consult

1.2.3.1. Consult appropriate stakeholders before major decisions are made.

1.2.3.2. How does the academy seek the views of stakeholders (Internal and External) about the services the academy provides?

1.2.4. Compete

1.2.4.1. Promote fair **competition** through quotations and tenders.

1.2.4.2. How does the academy secure efficient and effective services?

1.2.4.3. Are services of appropriate quality and are they economical?

2.0 The Trustees' Approach

2.1 The trustees and academy staff will apply the principles of best value when making decisions about the:

- 2.1.1 Allocation of resources to best promote the aims and values of the academy.
- 2.1.2 Targeting of resources to best improve standards and the quality of provision.
- 2.1.3 Use of resources to best support the various educational needs of all pupils.

2.2 The trustees and academy staff, will:

- 2.2.1 Make comparisons with other/similar academies using data provided by the Government, e.g. RAISE, quality of teaching & learning, levels of expenditure.
- 2.2.2 Challenge proposals, examining them for effectiveness, efficiency, and cost, e.g. setting of annual pupil achievement targets.
- 2.2.3 Require suppliers to compete on grounds of cost, quality and suitability of service, product and backup, e.g. provision of computer suite, redecoration.

This will apply in particular to:

Staffing

Use of premises and resources

Quality of teaching and learning

Purchasing

Student's welfare

Health and safety.

2.3 Trustees and academy staff will not waste time and resources:

- 2.3.1 investigating minor areas where few improvements can be achieved.
- 2.3.2 to make minor savings in costs.
- 2.3.3 by seeking tenders for minor supplies and services.

2.4 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.

2.5 Trustees and academy staff will:

- 2.5.1 **Staffing** - deploy staff to provide best value in terms of quality of teaching, quality of learning, adult-pupil ratio and curriculum management.
- 2.5.2 **Use of Premises** - 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.
- 2.5.3 **Use of Resources** - deploy equipment, materials and services to provide pupils and staff with resources which support quality of teaching and quality of learning.
- 2.5.4 **Teaching** - review the quality of curriculum provision and quality of teaching, to provide parents and pupils with a balanced and broadly based curriculum which satisfies the requirements of section 78 of the Education Act 2002, the LA Agreed RE Syllabus, and the needs of pupils of different abilities; and which builds on previous learning and has high expectations of achievement. Personal, social, health and economic education (PSHE) should also be included, drawing on good practice. For 16 to 19 Academies, 'education' includes vocational, social, physical and recreational training. For Secondary academies, sex and relationship education must also be included. Teachers must take account of the needs of pupils whose first language is not English.
- 2.5.5 **Learning** - review the quality of pupils' learning, by cohort, class and group, to provide teaching which enables children to achieve nationally expected progress, e.g. monitoring progress against annual pupil achievement targets.
- 2.5.6 **Purchasing** - 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).
utilising supplier frameworks offered through the Crown Commercial Services as recommended by the DfE for which competitive quotations are not required.

procedures for accepting competitive quotes based on suitability for purpose and quality of workmanship, between £3,001-£49,999.

procedures which minimise office time by the purchase of goods or services under £3,000 direct from known, reliable suppliers (e.g. stationery, small equipment).

2.5.7 **Staff and Pupils' Welfare** - review the quality of the academy environment and the academy ethos, in order to provide a supportive environment conducive to learning and recreation.

2.5.8 **Health & Safety** - review the quality of the academy environment and equipment, carrying out risk assessments where appropriate, in order to provide a safe working environment for pupils, staff and visitors.

3.0 Monitoring

3.1 These areas will be monitored for best value by:

- 3.1.1 In-house monitoring by the Headteacher and Finance Partner
- 3.1.2 Termly target setting meetings between the Headteacher and Finance Partner
- 3.1.3 Annual Performance Management of all staff
- 3.1.4 Annual Budget Planning
- 3.1.5 Headteacher monthly financial review
- 3.1.6 Regular meetings to review and monitor the budget and report to the Finance, Risk and Audit committee
- 3.1.7 Analysis of pupil performance data, e.g. SATs results, standardised test results against all academies and similar LA schools
- 3.1.8 Benchmark data for all academies and LA schools and analyse the results
- 3.1.9 Analysis of DfE pupil performance data, e.g. RAISE
- 3.1.10 Ofsted Inspection reports
- 3.1.11 Trustees'/governors termly classroom observations
- 3.1.12 Trustees' termly committee meetings
- 3.1.13 Trustees' full termly meetings
- 3.1.14 Annual Finance Review carried out by the Director of Finance and Operations
- 3.1.15 SATs Target Setting Meeting to be coordinated by the Director of Learning and reported to the Standards Committee
- 3.1.16 Annual School Development Plan Meeting coordinated by the Director of Learning and reported to the Standards Committee.

3.2 The Board of Trustees will:

- 3.2.1 The Director of Learning will hold an annual performance plan meeting to set targets for improving pupil achievement and report this to the Standards Committee.
- 3.2.2 The Director of Learning will hold an annual School Development Plan meeting and report this to the Standards Committee.
- 3.2.3 Review the "Best Value" statement annually and discuss how "Best Value" principles are applied within the academy Trust.
- 3.2.4 Consider best value when arranging internal and external redecoration contracts.
- 3.2.5 Obtain tenders and relevant consultant's advice on the installation of an IT suite, and any large-scale refurbishment of the premises.
- 3.2.6 Obtain assessment management surveys.
- 3.2.7 Maintain a complete asset register.