



## **BEST VALUE STATEMENT**

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### **Introduction**

1. 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 plan. Governors need to secure the best possible outcome for pupils 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?**

2. Governors will apply the five 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?
  - Compare - How does the school's pupil performance and financial performance compare with other 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?
  - Collaborate - How will the school work with other local schools to their mutual advantage?

### **The governors' approach**

3. 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 pupils.
  - Governors and school managers will:
    - make comparisons with other similar schools using data provided by the LA and the Government, e.g. Benchmarking, SFVS Rag Rating
    - challenge proposals, examining them for effectiveness, efficiency and cost, e.g. setting of annual pupil achievement targets

- require suppliers to compete on grounds of cost, quality and suitability of services, products or backup, e.g. provision of computer suite, redecoration
- consult individuals and organizations on the quality and suitability of services we provide to parents and pupils, and services we receive from providers.

4. This will apply in particular to staffing, use of premises, use of resources, quality of teaching, quality of learning, purchasing, pupils' welfare and health and safety.

### *Staffing*

5. Governors 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.

6. Perranarworthal School continues to work with its partners in the Penryn Partnership of schools, sharing staff training and organizing specialists to work with groups for subjects such as P.E. The school also buys in to services such as the Educational Welfare Officer as part of the Penryn Partnership and Data Protection Officer Services as part of the Penair Partnership. The school also benefits from shared training and sharing of good practice as part of the Truro Learning and Roseland Community.

### *Use of premises*

7. 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 and learning. The school is now part of the PFI 2 scheme in Cornwall and therefore has to work within the hours allocated or purchase additional time from the provider (Mitie Cornwall).

### *Use of resources*

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

### *Teaching*

9. Governors and school managers will review the quality of curriculum provision and quality of teaching to provide parents and pupils with:

- a broad and balanced curriculum which meets the requirements of the National Curriculum, the LA Agreed RE Syllabus and the needs of all pupils
- teaching which builds on previous learning and has high expectations of children's achievement.

### *Learning*

10. Governors 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.

### *Purchasing*

11. 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 £5,000)
- procedures for accepting 'best value' quotes which are not necessarily the cheapest (e.g. taking into account suitability for purpose and quality of workmanship)
- procedures which minimize office time by the purchase of goods or services under £1000 direct from known, reliable suppliers (e.g. stationery, small equipment).

#### *Pupils' welfare*

12. 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.

#### *Health & safety*

13. Governors 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**

14. These areas will be monitored for best value by:

- In-house monitoring by the Headteacher and teaching staff, e.g. classroom practice, work sampling
  - Annual performance management – annual target setting between the headteacher and staff, and between the headteacher and the 'appointed persons'
  - Annual budget planning
  - Headteacher's monthly financial review
  - Monthly visits by the school bursar
  - Analysis of school pupil performance data, e.g. SATs results, standardized test results, against all schools, LA schools and similar schools
  - Analysis of LA financial data, against benchmark data for all schools, LA schools and similar schools
  - Analysis of LA pupil performance data using Cornwall's Primary School Data Site i.e. Corestats
  - Ofsted inspection reports
  - Analysis of pupil performance data, Analyse School Performance (ASP)
  - Termly Whole School Data Report
  - Headteacher's termly reports, including the School Evaluation Report (SEF)
  - Governors' monitoring visits
  - Governors' committee meetings
  - Governors' full board meetings
  - Governors' annual finance review – during annual budget preparation and setting
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- Governors' annual school improvement plan meeting