

Best Value Policy

RELATING TO

All Academies of the Shaw Education Trust

for the financial year 1st September 2017 to 31st August 2018

**WAS APPROVED BY THE EXECUTIVE LEADERSHIP TEAM
OR BOARD OF DIRECTORS**

SIGNED BY MEMBER OF THE BOARD

NAME [Print].....

POSITION.....

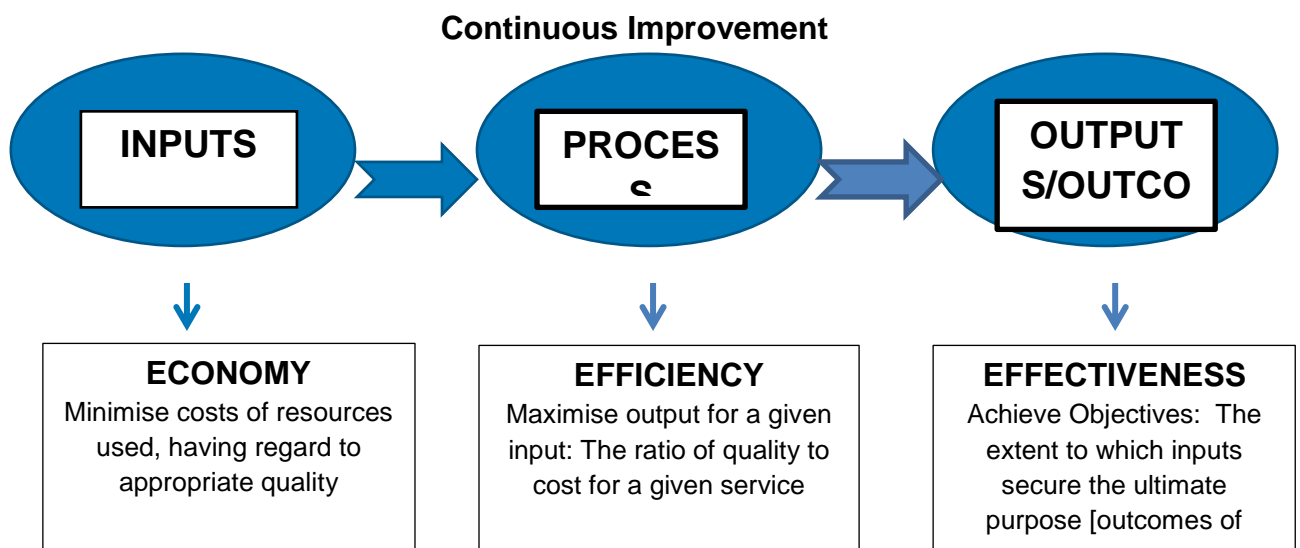
Reference:Version	1
Procedure Originator:	H TURNER
Equality Impact Assessed:	
Approved By:	BOARD
Date Approved:	SEPTEMBER 2017
Review Interval:	NA
Last Review Date	SEPTEMBER 2017
Next Review Date	NA
Audience:	Employees

History of most recent policy changes

Date	Page e.g. whole document	Detail of Change	Origin of Change e.g. Reason for change or Change in legislation

Introduction

The Shaw Education Trust is accountable for the way in which its resources are allocated to meet the objectives set out in the trust's Articles and development plans. Trustees, managers, staff, volunteers and academy councillors need to secure the best possible outcome for pupils, in the most efficient and effective way, at a reasonable cost. The aim is for continuous improvement in the academy's achievements and services.



What Is Best Value?

Trustees will apply the four principles of *best value*:

- **Challenge** - Is the Shaw Education Trusts cross academy 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 Shaw Education Trusts pupil performance and financial performance compare with other Multi-Academy Trusts and Academies? How does it compare with Local Authority maintained schools?
- **Consult** - How does the Shaw Education Trust seek the views of stakeholders about the services it provides?

- **Compete** - How does the Shaw Education Trust secure efficient and effective services? Are services of appropriate quality / Value for Money?

The Shaw Education Trust's Approach to Best Value

The Trustees, Academy Councillors and academy 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 Academy.
- 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.

The Trustees, Academy Councillors and academy managers will:

- make comparisons with other / similar academies using data provided by the LA and the Government, e.g. RAISE, quality of teaching & learning, levels of expenditure [Benchmark];
- 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, and quality / suitability of services / products/ backup, e.g. provision of computer suite, redecoration;
- consult individuals and organisations on quality / suitability of service we provide to parents and pupils, and services we receive from providers.

This will apply in particular to:

- Staffing:
The Trustees, Academy Councillors and academy managers will take a strategic view on staffing (i.e. overall numbers); school managers will deploy staff to provide best value in terms of quality of teaching, quality of learning, adult-pupil ratio, and curriculum management.
- Use of premises:

The Trustees, Academy Councillors and academy 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.

- Use of resources:

The Trustees, Academy Councillors and academy managers will deploy sufficient equipment, materials and services to pupils and staff which support quality of teaching and quality of learning.

- Quality of teaching:

The Trustees, Academy Councillors and academy 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 and the needs of pupils;
- Teaching which builds on previous learning and has high yet realistic expectations of children's achievement.

- Quality of learning:

The Trustees, Academy Councillors and academy 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 (See also: SET Procurement Policy)

The Trustees, Academy Councillors and academy managers will develop procedures for obtaining goods and services that provide "best value" in terms of suitability, efficiency, time, and cost. Measures already in place include:

- competitive tendering procedures;
- 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 £1,000 direct from known, reliable suppliers (e.g. stationery and small equipment).

- Pupils' welfare:

The Trustees, Academy Councillors and academy managers will review the quality of the academy environment and ethos, in order to provide a supportive environment conducive to learning and recreation.

- Health and safety:

Academy Council and academy managers will review the quality of the school environment and carrying out risk assessments, where appropriate, in order to provide a safe working environment for pupils, staff and visitors.

The Trustees, Academy Councillors and academy managers will not waste time and resources:

- on investigating minor areas where few improvements can be achieved
- to make minor savings in costs
- by seeking quotes for minor supplies and services.

The pursuit of minor improvements on 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.

Monitoring

These areas will be monitored for best value by:

1. In-house monitoring by the Principal and Curriculum Managers, e.g. classroom practice, work sampling
2. Termly target setting meetings between the Principal and Curriculum Managers
3. Annual Performance Management
4. Annual Budget Planning
5. Principal's monthly financial review
6. Academy Improvement monitoring
7. Auditing by the Academy Council and the Shaw Education Trust's appointed auditors
8. Analysis of academy pupil performance data, e.g. SATs results, standardised test results, life skills progression, and comparative results against all schools, LA schools, similar schools (or academies)
9. Analysis of LA pupil performance data
10. Analysis of financial benchmarking data for all schools, LA Schools or similar sized schools (or academies)
11. Analysis of DCSF pupil performance data, e.g. RAISE
12. Ofsted Inspection reports
13. Board of Trustees / Academy Council termly committee meetings
14. Board of Trustees / Academy Council full termly meetings

15. Board of Trustees / Academy Council Annual Finance Review
16. Board of Trustees / Academy Council Annual Performance Target Setting Meeting
17. Board of Trustees / Academy Council Annual Development Plan Meeting
18. Board of Trustees / Academy Council Annual Report to Parents (Nursery Schools only)