



## **Best Value Statement**

**HEATON SCHOOL**

**2018-19**

**TO BE REVIEWED SEPTEMBER 2019**

# Heaton School Policy Record

**Best Value Statement agreed at:  
Resources Committee 20/11/18**

**Signed and Approved by:**

**Headteacher** ----- (Signature)

----- (Name)

----- (Date)

**Chair of Committee**----- (Signature)

----- (Name)

----- (Date)

**To Be Reviewed: September 2019**

**Designated person: J Curtis Headteacher**

# Heaton School

## Best Value Statement

The Governing Body of Heaton School is committed to achieving Best Value in all decisions made. We use the principles of Best Value as they apply to securing continuous improvement in this school and will:

- regularly review the functions of the school, **challenging** how and why services are provided and setting targets and performance indicators for improvement;
- monitor outcomes and **compare** performance with similar schools and within the school;
- **consult** appropriate stakeholders before major decisions are made;
- promote fair **competition** through quotations and tenders to ensure that goods and services are secured in the most economic, efficient and effective way.
- In light of the back drop of recession and imminent drop in funding means that it is necessary for everyone to work towards embedding VFM in schools.

We will strive to ensure that the school is using its resources effectively to meet the needs of pupils through using the available resources and effectively as possible.

The Best Value statement will be submitted with the annual budget plan. The progress of the annual budget plan and the Best Value statement will be monitored with the school development plan in order to determine the extent of continuous improvement.

The four principles of *best value* will be applied when making decisions about:

- **Staffing** –Staff will be deployed to provide *best value* in terms of quality of teaching, quality of learning, adult-pupil ratio, and curriculum management. Aspects which will be reviewed include the employment of supply teachers, advertising of vacant posts, effectiveness of the process for appointing staff and legal and personnel advice.
- **Use of Premises** - Consideration will be given to the allocation and use of teaching areas, support areas and communal areas, to provide the best environment for teaching and learning, support services and central resources such as the hydrotherapy pool and drama studio. Consideration will be given to the use of the school building for extended services.
- **Use of Resources** - Equipment, materials and services will be deployed to provide pupils and staff with resources that support quality of teaching and quality of learning. Resources will be deployed to support pupils with severe / profound learning disabilities and to minimise the effects of disability on their education.
- **Teaching** - The quality of curriculum provision and teaching will be reviewed to provide parents and pupils with a curriculum which meets the requirements and special needs of children and young people with severe or profound and multiple learning disabilities. It will also meet the requirements of the National Curriculum, the 14 – 19 and Extended Education curriculum, and take note of the LA agreed RE syllabus. Teaching should build on previous learning and incorporate high expectations of children's achievement. The performance of pupils and students, curriculum plan and effective provision of assessment information to parents and pupils will be examined.

- **Learning** - The quality of children's learning will be reviewed by individual, cohort, class and department, to provide teaching that enables children to achieve their individual targets educationally and within the context of Every Child Matters. Pupils special needs will be taken into account when reviewing learning.
- **Purchasing** - Procedures will be developed for assessing need, and obtaining goods and services that provide *best value* in terms of suitability, efficiency, time, and cost. Measures already in place include competitive tendering procedures for goods and services, and procedures for accepting *best value* quotes and purchasing certain goods or services from known, reliable suppliers.
- **Pupils' Welfare** - The quality of the school environment and ethos will be reviewed to provide a supportive environment conducive to learning, recreation, extended services and the principles of Every Child Matters. (i.e. care of sick children, provision of school meals, attendance, effectiveness of communications between school and home, behaviour management.)
- **Health & Safety** - The quality of the school environment and equipment will be reviewed, carrying out risk assessments where appropriate, in order to provide a safe working environment for pupils, staff and visitors (i.e. staff core training, the cleaning of the school, maintenance of the grounds, disposal of rubbish, specialised hoisting equipment.)

Governors 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.

**Monitoring** - These areas will be monitored for *best value* by:

- in-house monitoring by the Headteacher , Senior management team and curriculum co-ordinators.
- annual Performance Management
- annual Budget Planning
- Head's termly financial review
- LA Finance Adviser and School Finance Officer
- analysis of school pupil performance data and DCSF pupil performance data
- OfSTED inspection reports
- Governors' meetings