

Shireland Collegiate Academy Trust

Best Value Statement

Committee and Date Approved	Resources Board – November 2019
Category	Operational Regulations
Next Review Date	Every three years unless change in legislation – Autumn 2022
Policy Availability	Trust Website
Officer Responsible	FD of the Trust

The Trust, all Academies within the Trust and Shireland Learning Limited must comply with this policy.

Introduction

The Trustees are accountable for the way in which the Trust and its Academy resources are allocated:

- to meet the vision, aims and values of the Trust
- to meet the objectives set out in the Trust and individual Academy development plans.
- to secure the best possible outcome for Students
- to lead to continuous improvement

What Is Best Value?

Best value is the process of looking at most advantageous combination of cost, quality and sustainability to meet the specified requirements. Sustainability means economic, social and environmental benefits. In essence the trade-off between price and performance that will provide the greatest value.

To do this the Trust will apply the following four principles:

1. **Challenge** – What can we do to achieve more, what processes should we review?
2. **Compare** - How does the Academy's pupil performance and financial performance compare, what does this mean for us?
3. **Consult** - How does the Academy seek the views of stakeholders about the services the Academy provides?
4. **Compete** - How does the Academy secure efficient and effective services?

Our Approach

As a Trust we will apply the principles of best value when making decisions about:

- the allocations of resources to best promote the vision, 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 outstanding educational outcomes and ensure continual improvement

We will:

- make comparisons with other/similar Academies using data provided by the Government,

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- challenge proposals, examining them for effectiveness, efficiency, and cost,
- require suppliers to compete on grounds of cost, quality and suitability of Services/products
- consult individuals and organisations on quality and suitability of service provided to parents and Students, and services we receive from providers

This will apply to all areas of the Trust work but in particular to:

- staffing
- use of accommodation
- use of resources
- Purchasing arrangements
- quality of teaching and learning
- Students' welfare
- The environment

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. Therefore we will not waste time and resources on investigating minor areas where few improvements can be achieved. We will not waste time and resources by seeking tenders for minor supplies and services

Staffing

Trustees and Senior Managers will deploy staff to provide best value in terms of quality of teaching, quality of learning, adult-pupil ratio, and curriculum management. The Trust board will set for each of its academies an agreed staffing establishment.

Accommodation

Trustees and Senior 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

Trustees and Senior Managers will deploy equipment, materials and services to provide Students and staff with resources which support quality of teaching and quality of learning.

Purchasing Arrangements

Trustees, and Senior 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:

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- adopting the processes outlined in the Academies Handbook
- adopting the Financial controls and principles of the Academies financial handbook
- implementing the financial regulations and guidance of the Trust
- agreeing to the limits for competitive tendering procedures (e.g. for goods and services above **£5,000**)
- reviewing these limits on an annual basis.
- Adopting central procurement wherever possible
- Minimising office time by the purchase of goods or services under **£5,000** direct from known, reliable suppliers (e.g. stationery, small equipment) as per the process of checking on an annual basis these suppliers are still the most reliable and cost effective.
- adhering to the tendering limits set by the Resources Committee.

Teaching and Learning

Trustees and Senior Managers will review the quality of curriculum provision and quality of teaching, to provide parents and Students with:

- a curriculum which meets the requirements of the National Curriculum, and the needs of the student
- teaching which builds on previous learning and has high expectations of children's achievement.
- reviewing the quality of children's learning, by cohort, class and group, to provide teaching which enables children to achieve nationally expected progress.
- performance data to monitor students' performance against national benchmarks.

Students' Welfare

Trustees and Senior Managers will review the quality of the Academy environment and the Academy ethos, in order to provide a supportive environment conducive to learning and recreation. The results of which will be reflected in the College's development plan.

Environment

Trustees, Senior Managers will review the quality of the Academy environment and equipment, carrying out risk assessments where appropriate, in order to provide a safe working environment for Students, staff and visitors.

How will Best Value be achieved?

Trustees, and Senior Managers will review the process of Best Value by:

- Annually reviewing the Trust and each of its Academy's development plan.
- Consider best value when arranging internal and external contracts.
- Seeking advice on maintenance of the Academy site from outside specialists.
- Following the agreed tendering process and ensuring evidence is maintained in minutes.

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- Obtaining and reviewing the asset stock of the Trust to ensure each of its sites is fit for use and can deliver the educational outcomes required.
- Ensuring SLT challenge curriculum managers and other link managers through the budget planning process
- Reviewing the educational outcomes of students via use of performance data to ensure resources are adequately targeted and are being use to maximise value yet achieve the set objectives.

Monitoring

These areas will be monitored for best value by:

Termly reporting to Trustees and Members of the Standards and Performance Committee. In addition to this the Trust senior leaders and senior leaders of each Academy will establish a structure of monthly reporting on progress, linked to use of resources and progress. To support this structure the following will be in place and or utilised.

1. An internal self-evaluation process to include Lesson observation and assessment of compliance with statutory requirements
2. Setting of objectives and target for the Trust and each of its academies by Trustees on an annual basis
3. Annual Development Plan Setting Meeting
4. Annual target setting meetings
5. Annual Performance Management for all staff
6. Termly visits by the Schools Improvement Advisor and Responsible Officer
7. Real time access to pupil performance data with an analysis of next steps
8. OFSTED Inspection reports with action plan (if applicable)
9. Reporting to Parents on Student progress and outcomes
10. Budget planning and forecasting over three years
11. Preparation of monthly accounts for review and analysis
12. Trustees' review of the closure of the accounts
13. Half yearly external audit of financial controls and processes
14. Reviews by Responsible Officer as advised