



THE CHRISTUS CATHOLIC TRUST

BEST VALUE STATEMENT 2020-21

Date adopted: 01.09.20

Review due date: Sept 2021

Constituent Academies:

St Teresa's Catholic Primary School

St Thomas of Canterbury Catholic Primary School

St Joseph's Catholic Primary School

St Mary's Catholic Primary School

Holy Cross Catholic Primary School

St Peter's Catholic Primary School

CCT Central Admin

The Board of Trustees is accountable for the way in which the academy's resources are allocated to meet the objectives set out in the academy's development plans. Trustees 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 academy's achievements and services

What Is Best Value?

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:

- **Economy:** minimising the costs of resources used
- **Efficiency:** relationship between outputs and the resources used to produce them □
- **Effectiveness:** extent to which objectives have been achieved.

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

1. Challenge

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

Is the academy's performance high enough?

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

2. Compare

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

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

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

3. Consult

Consult appropriate stakeholders before major decisions are made.

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

4. Compete

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

How does the school secure efficient and effective services? Are services of appropriate quality and are they economical?

The Trustees' Approach

*The trustees and academy staff 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.
- Targeting of resources to best improve standards and the quality of provision. □
- Use of resources to best support the various educational needs of all pupils.

The trustees and academy staff, will:

- Make comparisons with other/similar academies using data provided by the Government, e.g. RAISE, quality of teaching & learning, levels of expenditure.
- 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 service, product and backup, e.g. provision of computer suite, redecoration
- Consult individuals and organisations on quality and/or suitability of service we provide to parents and pupils, and services we receive from providers
- This will apply in particular to:
 - Staffing
 - Use of premises and resources
 - Quality of teaching and learning

- Purchasing - Student's welfare - Health and safety.

Trustees and academy staff will not waste time and resources:

- on investigating minor areas where few improvements can be achieved.
- to make minor savings in costs.
- 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.

Trustees and academy staff will:

- **Staffing** - deploy staff to provide best value in terms of quality of teaching, quality of learning, adult-pupil ratio and curriculum management.
- **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.
- **Use of Resources** - deploy equipment, materials and services to provide pupils and staff with resources which support quality of teaching and quality of learning.
- **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. 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.
- **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.
- **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)
 - where appropriate, 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 £5001-£49999.
 - procedures which minimise office time by the purchase of goods or services under £5,000 direct from known, reliable suppliers (e.g. stationery, small equipment).

*[*update to mirror limits in academy's own Financial Regulations]*

- **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.

- **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.

Monitoring

These areas will be monitored for best value by:

1. In-house monitoring by the Headteacher and curriculum managers, e.g. classroom practice, work sampling
2. Termly target setting meetings between the Headteacher and curriculum managers
3. Annual Performance Management of all staff
4. Annual Budget Planning
5. Headteacher monthly financial review
6. Regular meetings to review and monitor the budget and report to the Finance committee
7. Analysis of school pupil performance data, e.g. SATs results, standardised test results, 11+ results against all academies and similar LA schools
8. Benchmark data for all academies and LA schools and analyse the results
9. Analysis of DfE pupil performance data, e.g. RAISE
10. Ofsted Inspection reports
11. Trustees'/governors termly classroom observations
12. Trustees' termly committee meetings
13. Trustees' full termly meetings
14. Trustees' Annual Finance Review
15. Trustees' Annual SATs Target Setting Meeting
16. Trustees'/governors Annual Development Plan Meeting

The Board of Trustees will:

- Hold an annual performance plan meeting to set targets for improving pupil achievement.
- Hold an annual school development plan meeting.
- Review the "Best Value" statement annually and discuss how "Best Value" principles are applied within the academy.
- Consider best value when arranging internal and external redecoration contracts.
- Obtain tenders and a consultant's advice on the installation of an IT suite, and any large scale refurbishment of the premises.
- Obtain assessment management surveys.
- Maintain a complete asset register.

Confirmation of the Best Value Statement in respect of:

Constituent Academy name:.....

This has been discussed and formally adopted by the Board of Trustees and Local Governing Committee

Approved on <02.10.20>

Approved by: TRUST BOARD

Signed by Trust Board Chair: *E-Sig – B. EMECHETA*

Signed by Accounting Officer: *E-Sig – Mrs N KELSEY-CASHELL*

Approved on <.....>

Approved by: LOCAL GOVERNING COMMITTEE

Signed by LGC Chair: *E-Sig –*

Signed by Headteacher: *E-Sig –*