



THE MINSTER NURSERY AND INFANT SCHOOL

SCHOOL OF INSPIRATION

DETERMINATION HONOUR BELIEVE

PREPARING FOR A BRIGHT FUTURE WITH INNOVATIVE AND EXCITING LEARNING

Best Value Statement

Reviewed on: 23rd January 2019

Signed.....Chair

To be reviewed January 2019



WE ARE A VOLUNTARY AIDED (VA) SCHOOL WITHIN THE DIOCESE OF SOUTHWARK

HEAD TEACHER: MRS STEPHANIE EDMONDS *B Ed HONS*



THE MINSTER NURSERY & INFANT SCHOOL

Charging and Remissions Policy



A: Impact Assessment summary for policy coversheets

Impact Assessment: Equality, Safeguarding, Health and Safety, Sustainability	
Overview: to be completed with a full impact assessment if required.	
Title of Activity/Policy:	New or Revision or Expected Implementation
Author and Date:	Date: Review Date:
Equality and Diversity: Which of the characteristics may be impacted upon? If there is an impact, how has this been considered and mitigated against? What are the risks of proceeding? What are the benefits?	
Safeguarding: Are there any aspects of this proposal which could cause a student/member of staff/visitor to feel unsafe? If yes, how has this been considered and mitigated against? What are the risks of proceeding? What are the benefits?	Yes <input type="checkbox"/> or No <input type="checkbox"/>
Health and Safety Have any risks been identified? If yes, how has this been considered and mitigated against? What are the risks of proceeding? What are the benefits?	Yes <input type="checkbox"/> or No <input type="checkbox"/>
Sustainability: Are there expected benefits or impacts on sustainability issues? If yes, how have these been considered and mitigated against?	Yes <input type="checkbox"/> or No <input type="checkbox"/>
Evidence: What evidence do you have for your conclusions? What consultation has taken place? How will you monitor the issues raised?	
Risk: Should this activity/policy result in an entry on the risk register (high/medium) or does it represent a low risk?	High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/>

Fruits of the Spirit

The Fruits of the Spirit underpin all that we do and we weave these Christian values into the fabric of our school ensuring that they underpin every thought, decision and action made.

This policy has been compiled mindful of these spiritual fruits to make sure they develop and sustain all aspects of school life at The Minster Nursery and Infant School.

The Minster Nursery & Infant School

Best Value Statement

Introduction

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 plans. 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?

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

Compare: Analysis of performance data, developing appropriate improvement actions based on analysis and benchmarking.

Compare our operation with similar schools to make sure that we are providing similar standards at similar costs. Use standardised codes in accounting systems to allow comparison to be carried out not just across Croydon schools but also across the country.

Challenge: Review and question our performance, routines and processes, challenge school's management and leadership, probe key areas of performance and the processes that affect performance.

What do we need to achieve? Why are we doing this? Are there better ways of achieving the desired results? What is in the best interests of our stakeholders? Are current methods the most economical, efficient and effective? Are our procedures competitive compared with possible alternatives?

What are we achieving? What standards are similar schools achieving? How do our standards compare with theirs? Are we a relatively high/low performer and why?

Consult: Better understanding of the needs of our pupils, defines clearer priorities, forge effective partnerships with stakeholders.

Ask staff, parents and pupils for their views at various stages throughout proposed changes, major investment projects. Analyse and respond to the feedback.

Compete: Provide or buy the appropriate service at the best possible price.

Analyse the required provision at the right price, are we securing economical, efficient and effective services?

The Governors' Approach

The 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 the school managers, will:

- make comparisons with other/similar schools using data provided by the LA and 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, expansion to 4-form entry,
- 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, e.g. Sex and Relationships Education, pupil reports, School Improvement Partner (SIP), Ofsted, maintenance consultant, Borough Energy Group.

This will apply in particular to:

- staffing
- use of premises
- use of resources
- quality of teaching
- quality of learning
- purchasing
- pupils' welfare
- health and safety.

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.

Staffing

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.

Use of Premises

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 & learning, for support services, and for communal access to central resources, e.g. the library.

Use of Resources

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

Teaching

Governors and school 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 Primary National Strategy, Key Stage 3 Strategy, the LA Agreed RE Syllabus, and the needs of pupils
- teaching which builds on previous learning and has high expectations of children's achievement.

Learning

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 at KS1 SAT's and Foundation Stage Profile (FSP).

Purchasing

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 procedures to achieve maximum discount
- 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 £1000 direct from known, reliable suppliers (e.g. stationery, small equipment).

Pupils' Welfare

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 and recreation.

Health & Safety

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

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 analysis of data to review interventions and strategies
3. Annual Performance Management
4. Annual Budget Planning
5. Headteacher's monthly financial review
6. Termly visits by the LA Assigned Inspector
7. Quarterly visits by the LA Finance Adviser

8. Analysis of school pupil performance data, e.g. SAT's results, standardised test results. LA schools, similar schools
9. Analysis of LA pupil performance data
10. Analysis of LA financial data, e.g. ORACLE reports, against bench mark data for all schools, LA schools, similar schools
11. Analysis of DFE pupil performance data, e.g. RAISE
12. Ofsted Inspection reports
13. Governors' termly classroom observations
14. Governors' termly committee meetings
15. Governors' full termly meetings
16. Governors' Annual Finance Review
17. Governors' Annual targets shared in Raising Standards Committee and FGB
18. Governors' Annual Development Plan Meeting

In the next three years the Governing Body will:

- hold an annual performance plan meeting to set targets for improving pupil achievement.
- hold an annual development plan meeting.
- discuss "Best Value" at each Autumn Term meeting of the Finance Committee.
- review their "Best Value" statement at each Spring Term meeting.
- consider best value when arranging internal and external redecoration contracts.
- employ a maintenance consultant to advise on maintenance of the schools' buildings.
- 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