



Mary
of the Cross
Federation



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Mission Statement

The Governing Body will aspire to place Christ at the centre of all we do, reflect the mission statements of both schools and ensure that they are at the heart of the communities they serve.

The Governing Body will aim to provide inclusive, safe and dynamic learning environments which nurture the whole child. Through the delivery of high quality curriculum provision with Literacy and Numeracy at the core, our aim will be for all our pupils to reach their highest potential

The Governing Body will challenge and support the Leadership Team and all staff to maintain high standards of teaching and learning at all times.

BEST VALUE STATEMENT 2017/18

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*:

- **Challenge** - Is the school's 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 school's pupil performance and financial performance compare with all schools? How does it compare with other CAST schools? How does it compare with similar schools?
- **Consult** - How does the school seek the views of stakeholders about the services the school provides?
- **Compete** - How does the school secure efficient and effective services? Are services of appropriate quality / Value for Money?

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 CAST and 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;
- 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
- 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
- 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.

Staffing

Governors 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

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 sufficient equipment, materials and services to pupils and staff 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, Pupil Premium and Sports Funding. 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, e.g. setting of annual pupil achievement targets.

Purchasing

Governors and school managers will develop procedures 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;
- 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

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 target setting meetings between the Headteacher and curriculum managers
3. Annual Performance Management
4. Annual Budget Planning
5. Headteacher's monthly financial review
6. Termly visits by the School's Improvement Partner and CAST Adviser
7. Visits by the Schools' Finance Officer
8. Analysis of school pupil performance data, e.g. SATs results, standardised test results, results against all schools, CAST schools and similar schools
9. Analysis of LA and national pupil performance data
10. Analysis of financial benchmarking data for all schools, CAST, LA Schools or similar sized schools
11. Analysis of DFE pupil performance data, e.g. RAISE
12. Ofsted Inspection reports
13. Governors' termly classroom observations
14. Governors' full termly meetings
15. Governors' Annual Finance Review

The designated Finance Governors

- *discuss "Best Value" at the first Autumn Term meeting of the Governing Body*
- *review their "Best Value" statement regularly*
- *Consider best value when arranging internal and external decoration contracts.*

The Chair and Vice Chairs will be responsible for formulating and monitoring the Governors Strategic Plan which is formulated to reflect the priorities of both schools Improvement Plans.

The impact of these plans to be regularly monitored at governors' meetings.

We will follow the principles laid out in the CAST Finance Policy 2016:

BEST VALUE, PURCHASING AND PAYMENTS

The Governing Body recognises the principles of Best Value and aims to achieve best value for money from all its purchases and has adopted a Best Value Statement (Appendix D).

The Headteacher is responsible for ensuring procedures are in place for testing the market, placing of orders and paying for goods and services in accordance with DfE/Plymouth CAST Master Funding Agreement, Financial Regulations and Contract Standing Orders.

**For and behalf of the Governing Body ...Marcia
Wolstencroft..... Chair of Governors**

**HeadteacherPaul Cotter..... Date
25.9.2017.....**