



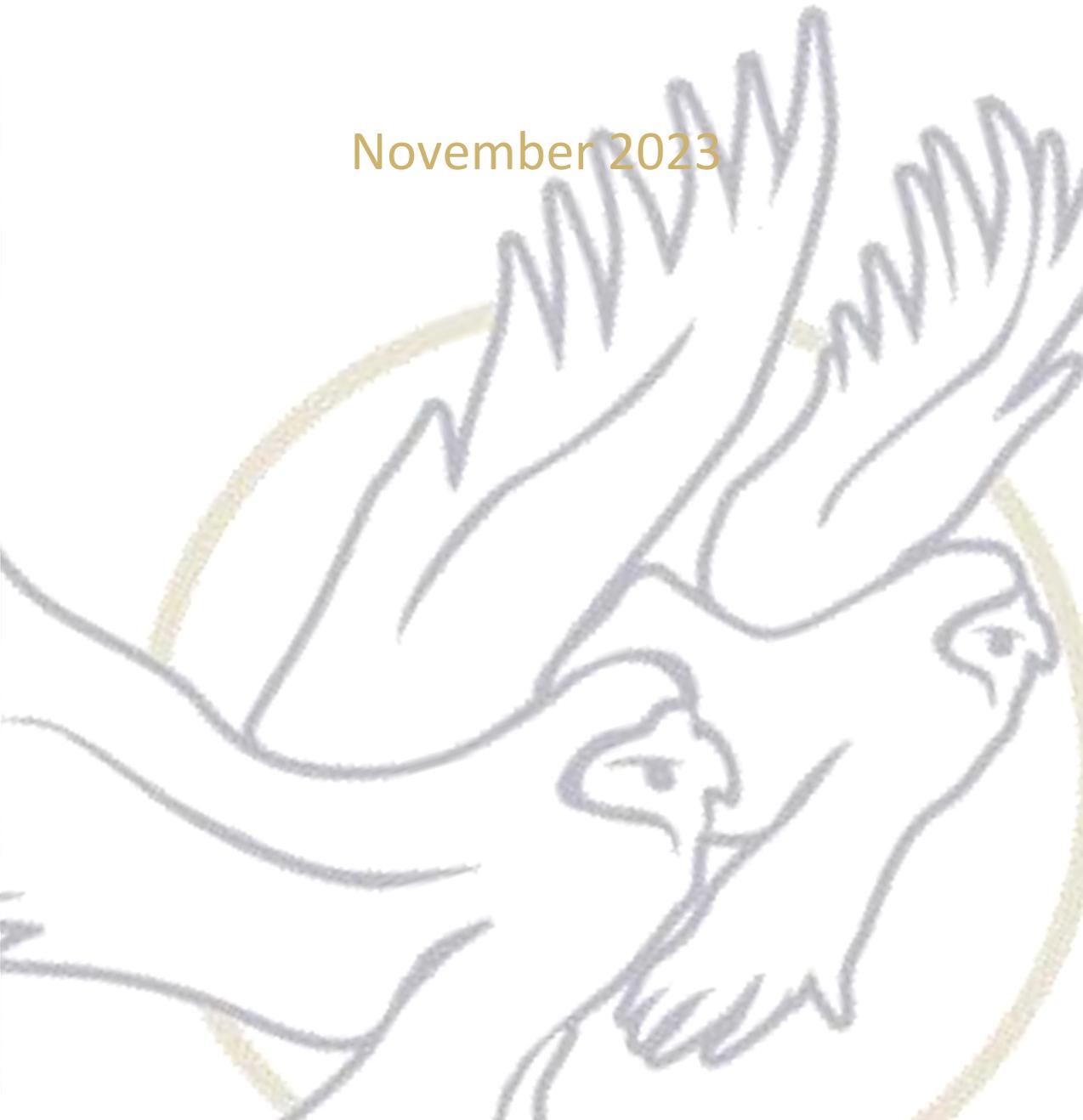
Bengeworth
Multi Academy Trust

Brilliant People • Better Schools • Bright Futures



FINANCE - BEST VALUE STATEMENT

November 2023



Best Value Statement

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Introduction

The school governing body of each Academy 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?

Trustees and school 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 LA 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, economic?

The BMAT Approach

Trustees, school 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.

Trustees, school governors, and school managers, will:

- make comparisons with other/similar schools using data provided by the ESFA and government, e.g. 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, e.g. Sex and Relationships Education, pupil reports, assigned inspector, Ofsted, maintenance

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

Trustees, school 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

Trustees, school 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

Trustees, school 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

Trustees, school 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

Trustees, school governors and school managers will review the quality of curriculum provision and quality of teaching, to provide parents and pupils with:

- a varied curriculum which meets the requirements of the National Curriculum, National Literacy Strategy and National Numeracy Strategy, the Diocese agreed RE Syllabus, and the needs of pupils
- teaching which builds on previous learning and has high expectations of children's achievement

Learning

Trustees, school governors and school managers will review the quality of children's learning by cohort, to provide teaching which enables children to achieve nationally expected progress, e.g. setting of annual pupil achievement targets, 2 national curriculum levels between Years 2 and 5.

Purchasing

Trustees, school 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 tendering procedures by the Trust (e.g. for goods and services above £20,000)
- 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

Trustees, school 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

Trustees, school 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, Head of School and Deputy.
2. Termly target setting meetings between the Headteacher, Head of School, Deputy and Year Leads.
3. Annual Performance Management
4. Annual Budget Planning procedure
5. Headteacher/Head of School monthly financial review
6. Analysis of school pupil performance data, e.g. SATs results, standardised test results, Y2 results against all schools, LA schools, similar schools
7. Analysis of LA pupil performance data
8. Analysis of ESFA financial and other data against other similar schools and trusts
9. Analysis of ESFA pupil performance data
10. Ofsted Inspection reports
11. School governors' classroom observations
12. Trustees and school governors' committee meetings
13. Trustees and school governors' full meetings
14. Staff and school governors' School Development Plan meetings.

Over the next three years:

- The School Governing Bodies will regularly review their School Development Plans.
- The MAT Finance, Audit and Personnel Committee and Trustees will always ensure "Best Value" and review the "Best Value Statement" annually with the Finance Policy. These will be devolved to all academies within the Trust.
- The Trust and the School Governing Bodies will always consider Best Value when arranging new internal and external contracts.

Confirmation:

The BMAT Best Value Statement was approved by the Board of Directors (Trustees) on: Date

Signed: Chair of Trustees:

Executive Head:

The BMAT Best Value Statement is to be discussed by the local School Governing Bodies and this must be minuted.

Bengeworth

Multi Academy Trust

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