Tower Hill Primary School
Best Value Statement

Date : Autumn 2019 **Signed** *Owen Gardner* **(Chair GB)**
Date of Approval : 19th September 2019 **Review Date: Autumn 2020**

The Governors and Headteacher of Tower Hill Primary School are committed to achieving Best Value in all decisions made. We use the principles of Best Value as they apply to securing continuous improvement in this school and will:

- Regularly review the functions of the school, challenging how and why services are provided and setting targets and performance indicators for improvement to lead to the best quality of learning possible for its pupils;
- Monitor outcomes and compare performance with similar schools and within the school;
- Consult appropriate stakeholders before major decisions are made;
- Review the quality of the school environment and the school ethos, in order to provide conditions conducive to learning and recreation, in the safest way;
- Promote fair competition through quotations and tenders to ensure that goods and services are secured in the most economic, efficient and effective way.

Governors and School Leaders will:

- ✓ Deploy staff to provide best value in terms of quality of teaching and thus quality of learning; adult-pupil ratio; and curriculum management.

Governors and School Leaders will not waste time and resources:

- ❖ To investigate minor areas where few improvements can be achieved;
- ❖ To make minor savings in costs;
- ❖ To seek tenders for minor supplies and services.

Compare

The use of target setting, staff appraisal and benchmarking is informed by assessment data, screening, SEND Audit data and the prior attainment of pupils, available to the school and to individual teachers. This informs judgments concerning the school's performance in relation to other schools locally and nationally. The use of soft data and the results of questionnaires are also used where this is more appropriate. The governors also consider these comparative measures regularly.

Challenge

The School Improvement & Development Plan uses the information gained to set targets and to inform the next best steps to consolidate previous developments. The Headteacher and staff set targets for pupil progress which are embedded into specific improvement projects. Teachers set targets for pupil progress as part of their own appraisal process, in Annual Reports of Achievement and to support discussion at Parent Consultations. The children complete self-evaluations and set their own targets each term in topic work and in their behaviour record cards if and as appropriate to the individual pupil.

Compete

The LA maintains a list of suppliers of goods and services, setting out specifications for minimum standards and health and safety issues. The school seeks to build on this with clear specifications for developments and purchases. For works more than £3000 (other than emergency repairs) the school seeks written quotations or uses the recommended suppliers of HCC with whom it has elected to buy into all Service Level Agreements. (HCC is able to look at the aspect of value for money, overall level of service and a competitive price over a range of goods and services.) Contracts for the regular supply of goods or services are not renewed or extended for a total period of more than four years without being re-competed. For significant building projects the advice of HCC Architects is sought with three quotations always obtained for approval.

Consult

The Governing Body and Headteacher use consultation processes to inform future developments and provide information so that the views of stakeholders in the organisation can be considered. Pupils' views are sought through pupil conferencing, the School Council, Peer Mentors, attitude surveys and daily relationships.

The Governing Body uses an extensive questionnaire between OFSTED inspections, to seek parents' views. Parents' views are also sought through:

- Parents' comment sheets attached to Annual Reports of Achievement
- Reading Diaries
- Individual parent consultations
- Induction process evaluation

Staff views are sought through formal and informal evaluation processes.
The Parent-Teacher Team raises money each year and this team is always consulted regarding the use of this money to support the school.

Best Value For Activities Will Be Monitored By:

- In-house monitoring by the Senior Leadership Team & curriculum leaders e.g. classroom practice, work sampling, pupil conferencing to include Whole Class Experiences & Drop Ins;
- Termly target setting and review meetings;
- Annual Performance Management with interim reviews;
- Annual Budget Planning with mid & final reviews by the Governing Body;
- Headteacher's monthly financial review;
- Annual visit by the school's Learning Leadership Partner;
- Visits by the LA Finance Adviser;
- Analysis of our pupil performance e.g. KSI & KSII SATs, EYFS and Phonics Check results compared to all schools, LA schools, similar profile schools, using Analyse School Performance (ASP);
- Performance of vulnerable groups across the school, with consideration of Pupil Premium funding;
- Analysis of financial data e.g. against benchmarking data;
- Ofsted inspection reports;
- Governor classroom & school visits;
- Governor termly committee meetings;
- Governor full termly meetings;
- Governor review of performance data;
- Governor Review of the School Improvement & Development Plan.