

SHINE Multi Academy Trust Best Value Statement

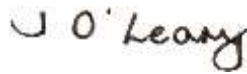


Management log

Document	Best Value Statement
Author	Finance and business director (FBD)
Person responsible for the document	CEO
Date approved	6 February 2020
Date issued	7 February 2020
Review period	Biennially
Next review	Spring 2022
Reviewer	Board of trustees
Signed	Signed



Chair of the Board



CEO

Document history

Version	Date authored	Author	Date approved	Date issued	Comments
V1	June 2017	Sarah Brown	22 June 2017	22 June 2017	To secure a best value statement within SHINE academies
V2	January 2020	Sarah Brown	6 February 2020	7 February 2020	Biennial review – revised and updated to secure best value within as SHINE has grown to five academies and there are differing levels of staff supporting business and finance.

Related policies

Policy	Website link
Charges and remission	http://www.shine-mat.com/business/
Complaints	http://www.shine-mat.com/business/
Conflicts of interest	http://www.shine-mat.com/business/
Educational visits	Contact individual academies ¹

¹<http://www.ironvillecodnorpark.derbyshire.sch.uk/policies/>
<http://www.langold-dycarr.org/policies/>

Equality	http://www.shine-mat.com/pupil-welfare/
Expenses policy to support trustees and local governors	http://www.shine-mat.com/business/
Finance	http://www.shine-mat.com/business/
Freedom of Information	http://www.shine-mat.com/business/
General Data Protection Regulation (GDPR)	http://www.shine-mat.com/gdpr/
Gifts and hospitality	http://www.shine-mat.com/business/
Investment	http://www.shine-mat.com/business/
Reserves	http://www.shine-mat.com/business/
School meal debt recovery	Contact individual academies
Whistleblowing	http://www.shine-mat.com/business/

Please note that the version of this document contained at <https://www.shine-mat.com/policies/> is the only version that is maintained.

Any printed copies should therefore be viewed as ‘uncontrolled’ and as such, may not necessarily contain the latest updates and amendments.

Contents

1. Introduction.....	3
2. What Is Best Value?.....	3
3. Leadership approach.....	3
4. Staffing.....	5
5. Use of premises.....	5
6. Use of resources.....	5
7. Teaching.....	5
8. Learning.....	6
9. Purchasing.....	6
10. Pupils’ welfare.....	6
11. Health & Safety.....	6
12. Monitoring.....	6

1. Introduction

1.1 Shine Multi Academy Trust (SHINE) wants to achieve the best possible educational and wider societal outcomes through the economic, efficient and effective use of all the resources in the Board of Trustees (Board) charge, the avoidance of waste and extravagance, and prudent and economical administration.

1.2 The Board's internal control framework must include ensuring efficiency and value for money in the organisations activities.

1.3 Therefore, the Board is accountable for the way in which SHINE resources are allocated to meet the objectives set out in the academy's development plans. Trustees and their appointed local 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 academies achievements and services

2. What Is Best Value?

2.1 Trustees and their appointed governors will apply the four principles of best value:

- Challenge - Is the academy'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 academy's pupil performance and financial performance compare with other academy/academies? How does it compare with similar academies?
- Consult - How does the academy seek the views of stakeholders about the services the academy provides?
- Compete - How does the academy secure efficient and effective services? Are services of appropriate quality and/or economic?

3. Leadership approach

3.1 The trustees and local governors and senior leaders (CEO, headteacher and deputies) 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;

- 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.

3.2 Trustees and local governors and senior leaders, will:

- make comparisons with other/similar academy's using data provided by the Government, e.g. assessment, 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. 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, Ofsted, Health and Safety consultant, auditors. 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.

3.3 Trustees and local governors and senior leaders:

- 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.

3.4 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.

4. Staffing

4.1 Trustees and local governors and senior leaders will deploy staff to provide best value in terms of quality of teaching, quality of learning, adult-pupil ratio, and curriculum management.

5. Use of premises

5.1 Trustees and local governors and senior leaders 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.

6. Use of resources

6.1 Trustees and local governors and senior leaders will deploy equipment, materials and services to provide pupils and staff with resources which support quality of teaching and quality of learning.

7. Teaching

7.1 Trustees and local governors and senior leaders 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 and the needs of pupils;
- teaching which builds on previous learning and has high expectations of children's achievement.

8. Learning

8.1 Trustees and local governors and senior leaders 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.

9. Purchasing

9.1 Trustees and local governors and senior leaders 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 are stated in the Finance Policy Handbook.

10. Pupils' welfare

10.1 Trustees and local governors and senior leaders will review the quality of the academy environment and its ethos, in order to provide a supportive environment conducive to learning and recreation.

11. Health & Safety

11.1 Trustees and local governors and senior leaders will 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.

12. Monitoring

12.1 These areas will be monitored for best value by:

- In-house monitoring by the headteacher and curriculum managers, e.g. classroom practice, work sampling;
- Termly target setting meetings between the headteacher and curriculum leaders;
- Annual performance management;
- Annual budget planning;

- Headteacher’s monthly financial review;
- Analysis of academy pupil performance data, e.g. SATs results;
- Analysis of pupil performance data;
- Analysis of financial data against bench mark data for all academies;
- Analysis of Department for Education (DfE) pupil performance data;
- Ofsted inspection reports;
- Trustee and local governor visits;
- Trustee and local governing body meetings;
- Academy website.

12.2 In the next three years the Board and its local governing bodies will consider if appropriate to:

- hold an annual performance plan meeting to set targets for improving pupil achievement;
- hold an annual development plan meeting;
- discuss and review “Best Value” annually at a meeting of the Board’s appointed resources committee;
- consider best value when arranging internal and external redecoration contracts;
- consult with a maintenance consultant to advise on maintenance of the academies’ buildings;
- obtain tenders and a consultant’s advice on any large-scale refurbishment of the premises;
- obtain assessment management surveys.

12.3 The Board will whenever possible use contractors/suppliers across all academies in SHINE to ensure value for money is received.