



BEST VALUE STATEMENT

This document should be read in conjunction with the Trust Financial Regulations Policy.

Date of Review: 11th November 2025

Next review due: Autumn 2026

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1. WHAT IS BEST VALUE?

1.1 Best value is about obtaining Value for Money (VFM), it is not geared towards accepting the lowest cost, but is about getting the right balance between quality and cost. The three elements of VFM are:

- **Economy:** minimising the costs of resources used
- **Efficiency:** relationships between outputs and the resources used to produce them
- **Effectiveness:** extent to which objectives have been achieved.

1.2 The Trust will apply the four principles of **best value**:

1.21 Challenge

- Regularly review the functions of each academy within the trust and **challenge**.
- Is the academy's performance high enough?
- Why and how is a service provided? Do we still need it or can it be delivered differently?

1.22 Compare

- Monitor outcomes of the pupils and financial performance and **compare**.
- How does the Trust's pupil performance and financial performance compare with other Academy Trusts?
- How does it compare with other local academies and LA schools?

1.23 Consult

- **Consult** appropriate stakeholders before major decisions are made.
- How does the Trust seek the views of stakeholders (internal and external), about the services the Trust provides?

1.24 Compete

- Promote fair **competition** through quotations and tenders.
- How does the Trust secure efficient and effective services? Are services of appropriate quality and are they economical?

2. THE TRUSTEES' APPROACH

2.1 The Trustees will apply the principles of best value when making decisions about the:

- allocation of resources to best promote the aims and values of each academy.
- targeting of resources to best improve standards and the quality of provision.
- use of resources to best support the various educational needs of all pupils.

2.2 The Trustees will:

- Make comparisons with other/similar Trust's using data provided by the Government, e.g., DfE's Benchmarking Tool '[View My Financial Insights](#)', to compare the 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, quality and suitability of service, product and backup, e.g., provision of computer suite, redecoration.

- Consult individuals and organisations on quality and/or 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 and resources.
 Quality of teaching and learning.
 Purchasing
 Pupil welfare
 Health and safety.

2.3 The trust will **not waste time and resources:**

- investigating minor areas where few improvements can be achieved.
- to make minor savings in costs.
- by seeking tenders for minor supplies and services.

2.4 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.

2.5 **The Trust will:**

- **Staffing** - deploy staff to provide best value in terms of quality of teaching, quality of learning, adult-pupil ratio, and curriculum management.
- **Use of Premises** - 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** - deploy equipment, materials, and services to provide pupils and staff with resources which support quality of teaching and quality of learning.
- **Teaching** - review the quality of curriculum provision and quality of teaching, to provide parents and pupils with a balanced and broadly based curriculum which satisfies the requirements of section 78 of the Education Act 2002, the LA agreed RE Syllabus, and the needs of pupils of different abilities; and which builds on previous learning and has high expectations of achievement.
- **Learning** - review the quality of pupils' learning, by cohort, class and group, to provide teaching which enables children to achieve nationally expected progress, e.g., monitoring progress against annual pupil achievement targets.
- **Purchasing** - 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 (e.g., for goods and services above £50,001)

utilising supplier frameworks offered through the Crown Commercial Services as recommended by the DfE for which competitive quotations are not required.

procedures for accepting competitive quotes based on suitability for purpose and quality of workmanship, between £10,000-£50,000.

procedures which minimise office time by the purchase of goods or services under £10,000 direct from known, reliable suppliers (e.g., stationery, small equipment).

- **Staff and Pupils' Welfare** - review the quality of the individual academy environment and the Trust's ethos, in order to provide a supportive environment conducive to learning and recreation.
- **Health & Safety** - review the quality of each academy environment and available equipment, carrying out risk assessments where appropriate, in order to provide a safe working environment for pupils, staff and visitors.

3. MONITORING

3.1 These areas will be monitored for best value by:

- Annual Performance Management of all staff
- Annual Budget Planning
- Monthly Management Reports
- Regular meetings to review and monitor the budget and reports to the Finance, Audit and Risk Committee
- Analysis of school pupil performance data, e.g., SATs results, standardised test results, against similar Trust's and LA schools
- Benchmark data for similar academies and LA schools and analyse the results
- Analysis of DfE pupil performance data, e.g., ASP
- Ofsted Inspection reports
- Trust's Annual Financial Statements
- Trustees monitoring visits for classroom observations
- Trustees' Curriculum & Standards Committee meetings
- Trustees' full termly meetings
- Trustees' Strategic Development Plan meetings

3.2 **The Board of Trustees will:**

- Hold an annual performance plan meeting to set targets for improving pupil achievement.
- Review the "Best Value" statement annually and discuss how "Best Value" principles are applied within the Trust.
- Consider best value when arranging internal and external redecoration contracts.
- Obtain tenders and a consultant's advice on the installation of an IT suite, and any large-scale refurbishment of the premises above the relevant limit.
- Obtain assessment management surveys.
- Ensure a complete asset register is maintained.