An Daras
Multi Academy Trust

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Best Value Statement

The An Daras Multi Academy Trust (ADMAT) Company

An Exempt Charity Limited by Guarantee

Company Number/ 08156955.

Status: **Approved**	
Recommended	
Statutory	Yes
Version	v1.0
Adopted v1.0	**Sept 2014**
First Review v1.0	**Oct 2016**
Next Review v1.1	**Oct 2017**
Advisory Committee	ADMAT Finance and Strategic Development
Linked Documents and Policies	EFA Academy Financial Handbook

An Daras Multi Academy Trust

Best Value Statement (v1.1)

Introduction

The Board of Directors is accountable for the way in which the MAT resources are allocated to meet the objectives set out in the Academy Improvement plans. Directors 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 Academy achievements and services

What Is Best Value?

Directors will apply the four principles of *best value:*

- **Challenge** - Is the MAT'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 MAT's pupil performance and financial performance compare with all schools/academies? How does it compare with LA schools? How does it compare with similar schools/academies?
- **Consult** - How does the MAT seek the views of stakeholders about the services the MAT provides?
- **Compete** - How does the MAT secure efficient and effective services? Are services of appropriate quality, economic?

The Directors' Approach

The Directors and senior MAT management team will apply the principles of *best value* when making decisions about:

- the allocation of resources to best promote the visions and aims of the MAT.
- 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.

Directors, and the MAT managers, will:

- make comparisons with other/similar schools/academies using data provided by the LA and the Government, e.g. Raise online, quality of teaching & learning, levels of expenditure
- challenge proposals, examining them for effectiveness, efficiency, and cost, e.g. setting of annual pupil achievement targets, possible expansion of MAT
- require suppliers to compete on grounds of cost, and quality/suitability of services/products/backup
- consult individuals and organisations on quality/suitability of service we provide to parents and pupils, and services we receive from providers, e.g. staff and governor consultation for school improvement plan, parental surveys etc.

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

Directors and MAT management team:

- 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

Directors and MAT managers will deploy staff to provide best value in terms of quality of teaching, quality of learning, adult-pupil ratio, and curriculum management. Focus will be on deployment and recruitment of staff and allocation of learning support assistants through the MAT and meet the diverse needs of learners within the MAT.

Use of Premises

Directors and MAT 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. Children's Centre, multi media room and consequent reorganisation of the use of the building.

Use of Resources

Directors and MAT managers will deploy equipment, materials and services to provide pupils and staff with resources which support high quality of teaching and high quality of learning. E.g. Academy Improvement Plan Priorities

Teaching

Directors and MAT 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 adopted schemes of learning and the LA Agreed RE syllabus
- teaching which builds on previous learning and has high expectations of children's achievement and behaviour.

Learning

Directors and MAT 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. through analysis of SATs results and a programme of learning monitoring.

Purchasing

Directors and MAT 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
- procedures for accepting "best value" quotes, which are not necessarily the cheapest e.g. Building surveyor
- procedures which minimise office time by the purchase of goods or services under £2000 direct from known, reliable suppliers (e.g. stationery, small equipment), minor building improvement works.

Pupils' Welfare

Directors and MAT managers will review the quality of the academy environment and the MAT ethos, in order to provide a supportive environment conducive to learning and recreation. Ensuring breadth and quality of opportunity will be a priority for all improvements.

Health & Safety

Directors and MAT managers 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.

Monitoring

These areas will be monitored for best value by:

1. In-house monitoring by the CEO, Executive Head teacher, Head of School and curriculum leaders, e.g. classroom practice, work sampling
2. Annual Performance Management
3. Annual Budget Planning
4. Monitoring of monthly budget statements
5. Liaison meetings with the Academy Improvement Partners
6. Monthly visits by the Trust Business Manager/Bursar
7. Analyses of MAT pupil performance data, e.g. SATs results, standardised test

results, both against school/academy performance and comparatively with other schools/academies.

8. Analyses of financial data, e.g. against bench mark data for all schools/academies, LA schools, similar schools, analysis's of LA pupil performance data.
9. OFSTED Inspection reports, analysis of pupil performance data, e.g. RAISE data
10. Local Governor monitoring of the Academy Improvement plan
11. Directors' committee meetings
12. Directors' full termly meetings
13. Directors' annual finance Review
14. Directors' termly school improvement plan monitoring
15. SLT improvement plan monitoring

In the next three years the Board of Directors will:

- set high targets for improving pupil achievement at the autumn term meeting.
- hold a yearly Academy Improvement Plan review with the SLT of each academy.
- review their "Best Value" statement at each autumn term meeting of the Finance and Strategic Development Committee.
- consider best value when arranging internal and external redecoration contracts.
- contract a maintenance consultant to advise on maintenance of the MAT's buildings if applicable
- obtain tenders and a consultant's advice on any large scale refurbishment of the premises.

Reviewed: **Oct 2016**
(Date)

Next Review: **Oct 2017**
(Date)

Signed: ……

Chair of ADMAT Finance and Strategic Development Committee