

THE BIRMINGHAM FEDERATION OF MAINTAINED NURSERY SCHOOLS

Allens Croft Nursery School Kings Norton Nursery School Lillian De Lissa Nursery School Adderley Nursery School
Jakeman Nursery School Selly Oak Nursery School St Thomas Centre Nursery School Gracelands Nursery School
Shenley Field Nursery School Weoley Castle Nursery School Newtown Nursery School Highfield Nursery School

Best Value Statement

The Birmingham Federation of Maintained Nursery Schools follow the policies and procedures from Birmingham City Council including BCC Financial Procedures Manual and Birmingham Safeguarding Children Board (BSCB) which includes the Government's Prevent Strategy.

Allens Croft, Jakeman and Shenley Fields Nursery School

Best Value Statement 2020 - 2021

Introduction

The governing board 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?

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 and academies? How does it compare with LA schools? How does it compare with similar schools or 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, economic?

The Governors' Approach

The Governors and school leadership teams will apply the principles of best value when making decisions about:

- the allocation of resources to best promote the aims and values of *Allens Croft, Jakeman and Shenley Fields Nursery Schools*
- the targeting of resources to best improve standards and the quality of provision.

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- the use of resources to best support the various educational needs of all pupils.

Governors, and the school leadership teams, will:

- make comparisons with other/similar schools/academies using data provided by the LA and the Government, e.g. RAISE Online, Fischer Family Trust Data, 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. boilers, IT resources, redecoration
- consult individuals and organisations on quality/suitability of service we provide to parents and pupils, and services we receive from providers, e.g. pupil reports, SIPs, Ofsted, cleaning contracts,

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

Governors and school 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

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

Governors and school leadership teams will deploy staff to provide best value in terms of quality of teaching, quality of learning, adult-pupil ratio, and curriculum management.

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Use of Premises

Governors and school leadership teams 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.

Use of Resources

Governors and school leadership teams will deploy equipment, materials and services to provide pupils and staff with resources which support quality of teaching and quality of learning.

Teaching

Governors and school leadership teams 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 Early Years Foundation Stage Curriculum and the needs of pupils.
- teaching which builds on previous learning and has high expectations of children's achievement.

Learning

Governors and school leadership teams will review the quality of children's learning, by cohort, class and group, to provide teaching which enables children to achieve to the best of their ability. (There is not any national data for nursery school children).

Purchasing

Governors and school leadership teams 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. 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

Governors and school leadership teams will review the quality of *Allens Croft, Jakeman and Shenley Fields Nursery Schools'* environment and the ethos, in order to provide a supportive environment conducive to learning and recreation.

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Health & Safety

Governors and school leadership teams will review the quality of *Allens Croft, Jakeman and Shenley Fields Nursery Schools*' 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 Executive Head Teacher/s and curriculum co-ordinators, e.g. classroom practice, work sampling
2. Termly target setting meetings between the Executive Head Teacher/s and curriculum co-ordinators
3. Annual Performance Management
4. Annual Budget Planning
5. Fortnightly visits from DRB Financial Services.
6. Executive Head Teacher's termly financial review (EHT report to Governors + DRB finance officer's report/cost centre report)
7. Analysis of school pupil performance data –moderation takes place with another nursery school and a primary school
8. Ofsted Inspection reports
9. Governors' termly Local Committee meetings
10. Governors' full termly meetings
11. Governors' Annual Finance Review
12. Governors' Annual Development Plan Meeting

In the next three years the Governing Board will:

- hold an annual performance plan meeting to set targets for improving pupil achievement.
- hold an annual development plan meeting.
- discuss "Best Value" at the Autumn Term meeting of the Local/Finance Committee.
- review their "Best Value" statement at the Spring Term meeting.
- 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.
- obtain assessment management surveys.

Date Policy Adopted: 20.10.2020

Date for next renewal: Autumn Term 2021

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Signed: _____

Sean Delaney

Chair of Governors

Signed: _____

David Aldworth

Executive Head Teacher