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Best Value Policy

Adopted	February 2014
Date of Review	May 2016

*Inspire,
Aspire,
Achieve!*



BEST VALUE POLICY

Statement

The Governors of The Hathaway Academy are committed to achieving Best Value in all decisions made, using the principles of Best Value to secure continuous improvement. They will:

- Regularly review the functions of the Academy, **challenging** how and why services are provided and setting targets and performance indicators for improvement.
- Monitor outcomes and **compare** performance with like schools and within the Academy itself.
- **Consult** all appropriate stakeholders, where possible and practical, before major decisions are made
- Promote fair **competition** through the tendering and quotation processes as laid down in the Academy's Financial Regulations, to ensure that goods and services are secured in the most economic, efficient and effective way

The Governors of The Hathaway Academy will always ensure that, whilst securing Best Value, meeting the needs of the students is of prime importance and the major concern of all.

The Best Value Statement will be submitted each year with the annual budget plan. Both will be monitored alongside the Academy Improvement Plan in order to determine the extent of continuous improvement

The Policy

In line with the Government's policy on Best Value, introduced in the Local Government Act 1999, The Hathaway Academy continues to find ways of raising standards of attainment through continually improving leadership and management whilst incorporating the basic value for money principles of economy, efficiency and effectiveness. The principles will support and influence management and decision making activities such as:

- **Target setting**
- **Planning for improvement**
- **Allocating resources and prioritising**
- **Monitoring and managing the performance of the Academy and its staff**

The principles of Best Value are known as the "Four Cs":

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| Challenge | why, how and by whom an activity is carried out; |
| Compare | performance against other schools and between areas of each school; |
| Consult | involving all stakeholders – Governors, staff, parents students and the community; |
| Compete | as a means of securing effective and efficient services; |

The above is used to focus existing practices by being absorbed into such practices, rather than to replace them and will form basic judgements of regular reviews carried out by the Academy.

Challenge Questions will always be asked:

Why are we doing this?

What do we need to achieve?

Is this the most economical, effective and efficient method?

Are there better ways of achieving the desired result?

Would it be more effective to enlist the help of an outside agency?

A considered response will be required rather than resorting to custom and habit and the willingness to challenge current practices is a key characteristic of effective leadership and management. Complacency will be reduced by continual challenge, thus stimulating evaluation and forging new ideas of best practice

Compare Making comparisons with key indicators or the performance of other schools is now normal practice, given the amount of data that is available to use and enables judgements to be made on how effective the resources are being used to meet the school's aims. Using reports such as the RAISEonline as a benchmark, performance will be measured against other like schools and decisions made as to what is required to raise standards. Financial comparisons will also be made and any necessary investigations undertaken. Additionally, the introduction of Consistent Financial Reporting will assist the Audit Commission in its data collection of schools on a national basis. Comparison of suppliers' catalogues will identify the most competitive of prices and negotiations for bulk purchases to achieve discounts will always be encouraged – even involving other schools to produce blanket orders.

Whilst crucially meeting the Academy's Financial Regulations in terms of the quotation and tendering processes, it will always be remembered that cheapest does not always bring best value and standards of workmanship and negotiated timescales will always be borne in mind

Consult The quality of services and how they can best be improved is a matter for all stakeholders. The forging of purposeful partnerships, both within and outside the education system will encourage the widest of consultation. Those immediately to be affected by a change in practice will always be included in the consultation process. Change must not be seen as a threat and consultations will demonstrate how improved practice will lead to improved performances and results. All stakeholders should feel an ownership of the school and time should be allocated to promote wide consultation

Compete The principles of competition will be applied thus ensuring that the best possible services at the best possible prices are achieved. It is important that whilst best possible prices are sought, the value and timescale of the service given is important, ensuring best efficiency and effectiveness. Bargaining power will be increased, where possible, by forming a cluster of schools, thus benefiting from economies of scale.