

# Cambridge Primary Education Trust

## Best Value Statement 2014

### Introduction

The Trust is accountable for the way in which Academy's resources are allocated to meet the objectives set out in the Academy's development plans. Trustees 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's achievements and services.

### What is Best Value

Trustees will apply the four principals of best value:

- **Challenge:** Why, how and by whom a service is provided
- **Compare:** Academy performance against available data.
- **Consult:** With service users, the local community etc.
- **Competition:** Wherever practicable, to secure efficient and effective services

### The Trustees' Approach

The Trustees and Academy managers apply the principles of best value when making decisions about:

- the allocation of resources to best promote the aims and values of individual Academies
- 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

The Trustees and the Academy managers:

- make comparisons with other/similar Academies using available data, e.g. RAISE online, quality of teaching and learning, levels of expenditure
- challenge proposals, examining them for effectiveness, efficiency, and cost
- require suppliers to compete on grounds of cost and quality/suitability of services/products
- consult individuals and organisations on quality/suitability of service we provide to parents, pupils, and services we receive from providers

This will apply in particular to:

- **staffing** – trustees, governors and Academy Senior Leaders deploy staff to provide best value in terms of quality of teaching, quality of learning, adult-pupil ratio, and curriculum management with a clear focus on individual pupil achievement.
- **use of premises** – trustees, governors and Academy Senior Leaders consider the allocation and use of teaching areas, support areas and communal areas, to provide the best environment for teaching and learning, for support services, and for communal access to central resources and opportunities to generate income from the premises assets.

- **use of resources** – trustees, governors and Academy Senior Leaders deploy equipment, materials and services to provide pupils and staff with resources which support high quality teaching and learning
- **quality of teaching** – trustees, governors and Academy Senior Leaders 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 our local curriculum and the needs of the pupils and teaching which builds on previous learning and has raised expectations of children’s achievement
- **quality of learning** – trustees, governors and Academy Senior Leaders review the quality of pupil’s learning by setting and tracking pupil achievement targets
- **purchasing** – trustees, governors and Academy Senior Leaders have clear procedures for assessing need, and obtaining goods and services which provide best value in terms of suitability, efficiency, time and cost
- **pupil’s welfare** – trustees, governors and Academy Senior Leaders review the quality of the Academy environment and the Academy ethos, in order to provide a supportive environment conducive to learning and recreation
- **health and safety** – trustees, governors and Academy Senior Leaders 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

These areas are monitored for best value by:

1. Subject reviews by the Headteacher & Senior Leadership Team
2. Target setting meetings between Headteacher & Senior Leadership Team and Subject Leaders
3. Annual Performance Management
4. Annual budget planning
5. Feedback from internal auditor and audit reports
6. Analysis of individual Academy pupil performance data
7. Benchmarking across the Trust and with comparable schools locally
8. Analysis of DfE pupil performance data
9. Key issues for action identified by OFSTED
10. Trustee committee meetings
11. Trustee annual staff salary review

The Trust has engaged with other educational providers over the last year to share delivery and good practice – these include Cambridge Meridian Academies Trust and Comberton Village College.

As a multi-academy trust CPET provides the following shared services across the trust:

- Finance
- Premises
- Audit
- Personnel

#### Review and control

Budget reports are produced on a monthly basis, additional staffing resource is being recruited to further develop the provision of timely, accurate and strategic reports as the Trust continues to grow.

Funding in Cambridgeshire is amongst the lowest in the Country and spare resources are scarce, however Trustees are keen to establish an acceptable level of reserves.

The Trust has a Risk Register which is currently being reviewed to ensure there is a clear focus on the most relevant and appropriate strategic financial risks.

The Trust utilises the internal Audit function from Cambridge Meridian Academies Trust which produces regular reports and this is supported by the external auditors work.

The main challenges for the coming year are integrating new online ordering systems into the teams, ensuring all pupils achieve and standardisation of systems and procedures across the Trust.

*RC Finch*  
11/12/14