



## BEST VALUE POLICY

### Introduction

The Governing Body 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 and School Managers 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? How does it compare with LEA Schools? How does it compare with similar Schools?

#### **Consult**

- How does the School seek the views of stakeholders about the services the school provides?

#### **Compete**

- How does the School secure efficient and effective services? Are services of appropriate quality, economic?

### The Governors' Approach

The Governors and School Managers will apply the principles of best value when making decisions about:

- the allocation of resources to best promote the aims and values of the school.
- 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.

Governors, and the School Managers, will:

- make comparisons with other/similar Schools using data provided by the LEA and the Government, e.g. PANDA, quality of teaching & learning, levels of expenditure.
- challenge proposals, examining them for effectiveness, efficiency, and cost, e.g. setting of annual pupil achievement targets, expansion to 3-form entry.
- require suppliers to compete on grounds of cost, and quality/suitability of services/products/backup, e.g. provision of computer suite, redecoration.
- consult individuals and organisations on quality/suitability of service we provide to parents and pupils, and services we receive from providers, e.g. Sex and

Relationships Education, pupil reports, assigned inspector, OFSTED, maintenance consultant, borough Energy Group

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 Managers:

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

### **Use of Premises**

Governors and School 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. the library.

### **Use of Resources**

Governors and school managers 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 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 National Curriculum, National Literacy Strategy and National Numeracy Strategy, the LEA Agreed RE Syllabus, and the needs of pupils
- teaching which builds on previous learning and has high expectations of children's achievement

## **Learning**

Governors and School 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. setting of annual pupil achievement targets, 2 national curriculum levels between Years 3 and 6,

## **Purchasing**

Governors and School 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 (e.g. for goods and services above £5,000)
- 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 Managers will review the quality of the School environment and the School ethos, in order to provide a supportive environment conducive to learning and recreation.

## **Health & Safety**

Governors and School Managers will review the quality of the School 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 Head Teacher and Curriculum Managers, e.g. classroom practice, work sampling.
2. Termly target setting meetings between the Head Teacher and Curriculum Managers
3. Annual Performance Management
4. Annual Budget Planning
5. Head Teacher's monthly financial review
6. Visits by the LEA Assigned Adviser
7. Visits by the LEA Schools Finance Service (SFS)
8. Analysis of School pupil performance data, e.g. SAT's results, standardised test results, 11+ results against all Schools, LEA Schools, similar Schools
9. Analysis of LEA pupil performance data, e.g. CRISP reports
10. Analysis of LEA financial data, e.g. ORACLE reports, against benchmark data for all Schools, LEA Schools, similar Schools
11. Analysis of DfEE pupil performance data, e.g. PANDA

12. OFSTED Inspection reports
13. CSCI Inspection reports
14. Governors' termly classroom observations
15. Governors' termly Committee meetings
16. Governors' full termly meetings
17. Governors' Annual Finance Review
18. Governors' Annual SAT's Target Setting Meeting
19. Governors' Annual Development Plan Meeting

In the next three years, the Governing Bodies will:

- hold an annual performance plan meeting to set targets for improving pupil achievement.
- hold an annual development plan meeting
- discuss "Best Value" at each Autumn Term meeting of the Finance Sub-Committee.
- review their "Best Value" statement at each Spring Term meeting.
- consider best value when arranging internal and external redecoration contracts and any other general repairs in relation to the up keep of the premises
- 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 AGREED: 28 APRIL 2008**

**DATE OF REVIEW: APRIL 2009**