



## **GRANGE INFANT SCHOOL** **BEST VALUE STATEMENT**

### **INTRODUCTION**

The school's Governing Board (GB) is accountable for the way in which the school's resources are allocated to meet the objectives set out in the School's Strategic and School's Business Development Plan. 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. With Senior Leadership Team (SLT) guidance and support, the staff are responsible for ensuring that the principles of best value are applied on a daily basis as they undertake their roles within school.

### **OBJECTIVES**

Governors and staff will apply the four principles of best value:

- Compare      How does the school's pupil performance and financial performance compare with all schools?  
                    How does it compare with our neighbouring schools?  
                    How does it compare with similar schools nationally?
- 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?
- 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?

### **COMPARE**

The use of target setting, performance management and benchmarking is informed by the use of data available to the school and to individual teachers. The use of soft data and the results of questionnaires inform judgements concerning the school's performance in relation to other schools locally and nationally. The school will make comparisons with other/similar schools using data provided by the Local Authority (LA) and the Government, e.g. Perspective Lite, Analyse School Performance, Schools Financial Benchmarking Services, quality of teaching and learning, levels of expenditure.

### **CHALLENGE**

The School Improvement Plan (SIP) uses the information gained to set targets and to inform the best next steps, to consolidate previous developments. Each teacher, in consultation with the Headteacher (HT), sets targets for individuals in their class, giving a realistic but challenging set of goals. The children are encouraged to self evaluate and work with both group and individual targets. The school will challenge proposals, examining them for effectiveness, efficiency, and cost, e.g. setting of annual pupil achievement targets, reorganisation of classes.

### **CONSULT**

In developing policies, the GB has consulted parents directly where relevant. Parents are consulted throughout the year in a variety of ways e.g. questionnaires, reports and meetings. The school will consult individuals and organisations on quality/suitability of services we provide to parents and pupils, and services we receive from providers, e.g. pupil reports, school advisor, OFSTED, Property Services, Governor Services, Finance & Personnel advice.

### **COMPETE**

The LA maintains a list of suppliers of goods and services, setting out specifications for minimum standards and health and safety issues. The school seeks to build on this with clear specifications for developments and purchases. For works of more than £5000 (other than emergency repairs) the school seeks quotations or uses the recommended suppliers of Hampshire County Council (HCC). HCC guidance is used through procurement contract



management services and the DfE approved frameworks to look at pre-approved suppliers, with agreed terms and conditions that have legal protections. HCC is able to look at the aspect of value for money, overall level of service and a competitive price over a range of goods and services. The school require suppliers to compete on grounds of cost and quality/suitability of services/products/backup.

For building projects the school will use the property services minor works framework and the advice of HCC Architects is sought where three quotations are always submitted for approval.

### **THE GOVERNOR'S APPROACH**

The Governors and school SLT 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.

This will apply in particular to:

- \* Staffing
- \* Use of premises
- \* Use of resources
- \* Procurement and purchasing
- \* Quality of teaching
- \* Quality of learning
- \* Pupils' welfare
- \* Health and safety

#### **Staffing**

Governors and the SLT 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 the SLT will consider the allocation and use of teaching, support and communal areas, to provide the best environment for teaching and learning, for support services, and for communal access to central resources, e.g. the library.

#### **Use of Resources**

Governors and the SLT will deploy equipment, materials and services to provide pupils and staff with resources that support quality of teaching and quality of learning. Integrated Curriculum and Financial Planning (ICFP) is managed through the linking of the School Improvement Plan (SIP), including targets for raising standards and attainment through the current curriculum, staffing and the available funding.

#### **Procurement and Purchasing**

Governors will adopt and follow HCC procedures in purchasing of goods.

#### **Quality of Teaching**

Governors and the SLT 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, the LA Agreed Syllabus, and the needs of pupils
- \* Teaching which builds on previous learning and has high expectations of children's achievement



### **Quality of Learning**

Governors and the SLT will review the quality of children's learning, by cohort, class and group, to provide teaching which enables children to achieve nationally expected progress, both in relation to the National Curriculum and measurement of pupil progress in terms of IEPs value added.

### **Pupils' Welfare**

Governors and the SLT will review the quality of the school environment and the school's vision statement, in order to provide a supportive environment conducive to learning and recreation.

### **Health and Safety**

Governors and the school Health & Safety Officer 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:

- \* In-house monitoring by the Headteacher, SLT and curriculum managers
- \* Annual Performance Management
- \* Annual Budget Planning
- \* Termly visits by the LA Finance Adviser
- \* Half termly financial review with School Business Manager
- \* Analysis of school pupil performance data
- \* Analysis of LA financial data
- \* Analysis of DfE pupil performance data
- \* OFSTED Inspection reports
- \* Governors' classroom observations
- \* Governors' full monthly meetings
- \* Governors' Annual / 6 monthly Finance Review
- \* Governor's annual Schools Financial Value Standards audit and benchmarking exercises

This policy will be reviewed annually.

Date reviewed: March 2024

Date for next review: March 2025