



Glazebury C E Primary School



Best Value Policy

Policy Title	Best Value Statement
Version No	Two
Written / Adopted Date	Written March 2018 Reviewed May 2019
This policy complies with WBC guidance	Yes – WBC template
Linked Policies	Manual of Internal Control
Written By	WBC / School
Date shared with Staff	May 2019
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"Growing together at the heart of God's community"



Trust Prayer:

*We thank you, God of Love, for the gift of children,
bless the work of our Trust, that in all we do
young people may grow in wisdom and stature,
and so come
to know you,
to love you
and to serve you,
as Jesus did.*

*We make our prayer in his name who is God
with you and the Holy Spirit, now and for ever.*

Best Value Statement 2019/20

The Governors are committed to achieving Best Value in all decisions made. We use the principles of Best Value as they apply to securing continuous improvement in this school and will:

- Regularly review the functions of the school, **challenging** how and why services are provided and setting targets for performance and indicators for improvement;
- Monitor outcomes and **compare** performance with similar schools and within the school;
- **Consult** appropriate stakeholders before major decisions are made; and
- Promote fair **competition** through quotations and tender to ensure that goods and services are secured in the most economic, efficient and effective way.
- We will strive to ensure that the school is using its resources effectively to meet the need of pupils.
- We will submit our Best Value statement with the annual budget plan. The progress of the annual budget plan and the Best Value statement will be monitored with the School Improvement Plan (SIP) in order to determine the extent of continuous improvement. When appropriate we link individual budget lines on the initial budget setting document to the main priorities within the SIP.

The school has in place a strategy, updated annually which will ensure that Best Value will be reviewed and demonstrated. 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/IT suite/Laptop trolleys.

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 requirement of the National Curriculum, [the Diocese agreed RE syllabus], and the needs of the pupils.
- Teaching 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 all children to achieve to their potential as assessed through SATS/EYFSP and the new National Curriculum.

Purchasing

Governors, School Managers and LDST Finance Director will develop procedures for assessing need, and obtaining goods and service 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 direct from known, reliable suppliers. (e.g. stationery, small equipment)

Refer to scheme of delegation for values of purchasing.

Pupils' Welfare/Safeguarding

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. They will allocate funds for any safeguarding measures necessary for the School to fulfil its obligations and will compose/approve phased plans relevant to Capital and Revenue expenditure for same, as a priority.

Health and Safety

Governors and School Managers will review the quality of the school environment and equipment, carrying out risk assessments where appropriate (see pupil welfare above), 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, Deputy/Assistant Heads and curriculum leaders, e.g. classroom practice, work sampling.
2. Annual target setting/review meetings between the Head teacher and Deputy/Assistant Heads, with termly monitoring of standards.
3. Annual appraisal and in year reviews, including the monitoring of teaching against DfE Teacher Standards
4. Annual budget planning.
5. Head teacher's monthly financial review.
6. Visits by LDST DOF – monitoring.
7. Analysis of school pupil performance data, e.g. SATS results, standardised test results, against all schools, LA schools, and similar schools.
8. Analysis of LA pupil performance data.
9. Analysis of LA financial data, e.g. against benchmarking data for all schools, LA schools and similar schools.
10. Analysis of DfE pupil performance data, e.g. OFSTED Dashboard, IDSR, Ask Eddie.
11. OFSTED inspection reports
12. Governors' visits to 'their' classes and a review of collected data.
13. Governors' termly committee meetings.
14. Governors' full termly meetings.
15. Governors' annual finance review.
16. Governors' and staff annual (September) School Improvement Plan meeting (this may be undertaken in the Autumn Term 2 Full Governors' meeting in years where September INSET comprises only one day)

In the next three years the Governing Body will:

- Carry out all of the above.

- Analyse the school's financial position in details via the finance committee, and in outline at Full Governing Body level.
- Consider best value for premises improvements where any options for significant investment for partial/complete rebuild would make those improvements financially inefficient and look for short-term amelioration of the issue.
- Review LDST 3-year forecasts.