

HARESTOCK PRIMARY SCHOOL

SCHOOL POLICY

BEST VALUE STATEMENT

Updated: May 2016

Changes from previous version: None

Date: Autumn 2017

Review Date: Autumn 2019

Harestock's Governing Body will endeavour to provide best value by adhering to the four C's principle:

1. 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 Raise Online document and internal data based on teacher assessments and QCA tests are considered regularly by the governors and 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 Finance and Resources Committee oversee a benchmarking exercise annually to monitor how school expenditure compares to that of similar sized Hampshire schools. This allows the committee to judge best value.

2. Challenge

Challenging whether our school's performance is high enough, and why and how a service is being provided.

3. Compete

Promote fair competition through quotations and tenders to ensure that goods and services are secured in the most economic, efficient and effective way.

4. Consult

Seeking the views of staff, pupils, parents and the wider community where relevant.

In deciding spending priorities we will consider:

- National priorities, often supported financially;
- Local priorities (in relation to specific needs of the school);
- Own school priorities (we will use self-evaluation and OFSTED outcomes to target resources).
- We will challenge existing patterns of expenditure to identify possible savings and alternative use of resources
- In allocating resources across the budget we will question the following:

Is the spending short term or long term?

Will the spending change over time?

Is the spending sustainable?

How does the proposed spending fit in with the school's development plan?

Will the quality of provision in this area or in others be adversely affected?

- We will challenge the use of resources by those managing delegated budgets. We will challenge (question) whether any aspect of the school's provision could be reduced.
- We will challenge the deployment of all staff to ensure their skills are being used to maximise pupils' learning.
- We will challenge the allocation of funding for staff professional development in line with SIP priorities.
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We will take steps to ensure we receive the funding to which we are entitled so that income is maximised.

We receive funding from a variety of sources at different times. We will ensure that particular areas are carefully scrutinised in particular these grant arrangements.

- We will compare the quality, cost and impact of services purchased from outside providers, including the LEA, particularly Service Level Agreements (SLAs).

Monitoring and evaluating spending decisions

The majority of our spending is guided by the school improvement plan, which is monitored in several layers:

- The Governing Body monitors the effectiveness of the overall plan.
- The Headteacher monitors effectiveness of the overall plan and reports regularly the progress of the plan.
- Any working parties and the subject coordinators monitor their action plans using success criteria.
- Individual projects are monitored in terms of finance in two main ways:

1. **Income** (Grant) O Budget Local Cost Centres
2. **Expenditure** Training
Supply Teachers
Resources