

Springwood Infant and Junior School Federation

TOGETHER WE LEARN, TOGETHER WE GROW



Best Value Policy

Non-Statutory Policy

Approved By: **Governing Body**

Effective Date: **April 2026**

Review By: **April 2028**

**Stay Safe,
Treat Others How You Wish to be Treated,
Try Your Best and be Proud**

Best Value Statement

Whenever a project is considered at Springwood Infant and Junior School (Federation), the school core learning values and the principles within “Every Child Matters” must be given due consideration before applying the best value criteria.

As a Governing Body we will endeavour to provide best value by adhering to the four C’s principles.

- 1. Compare**
This involves comparing our school’s performance with that of other schools, including performance and assessment data, benchmark data and other hard data, so that we have a firm financial basis for moving the school forward. (We are well aware that data is indicative and not certain).
- 2. Challenge**
This involves challenging whether our school’s performance is high enough, and why and how a service is being provided.
- 3. Compete**
We will ensure our school secures efficient and effective services.
- 4. Consult**
We will seek the views of service users about the services provided.

In deciding spending priorities, we will consider:

- National priorities (often financially supported)
- Community priorities
- Our own school priorities
- We will challenge existing patterns of expenditure by identifying possible savings and alternative use of resources

In allocating resources across the budget, we will address the following issues:

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

We will ensure full consultation with staff and parents if significant changes to provision are proposed.

- We will challenge the use of resources by those managing a delegated budget.
- We will 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 evaluate the allocation of funding for the professional development of staff.

We will take steps to ensure we receive the funding to which we are entitled, so that income is maximised:

- Funding comes from a variety of sources at different times, often with a minimum of notice, making strategic planning very difficult
- We will compare the quality, cost and impact of services purchased from outside providers, including the LA, particularly Service Level Agreements

Monitoring and evaluation of spending decisions:

- The majority of our spending is guided by the School Improvement Plan
- The governing body monitors the effectiveness of the overall plan
- The Headteacher monitors the effectiveness and reports regularly the progress of the plan
- The Leadership Team and Subject Managers monitor their Action Plans against success criteria

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 LA and the Government, e.g. RAISE, 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
- 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 Primary National Strategy, Key Stage 3 Strategy, the LA 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:

- Purchases between £5,000 and £30,000 3 written quotes are obtained
- Over £30,000 Invitation to Tender
- procedures for accepting "best value" quotes, which are not necessarily the cheapest (e.g. suitability for purpose and quality of workmanship)

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 and 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
2. Termly target setting meetings between the Head Teacher / Governors / Business Manager
3. Annual Performance Management
4. Annual Budget Planning
5. Head Teacher's monthly financial review
6. Termly visits by the LA Assigned Advisor
7. Analysis of school pupil performance data, e.g. SATs results, standardised test results against all schools, LA schools, similar schools
8. Analysis of LA pupil performance data
9. Analysis of LA financial data, e.g. FMS reports, against benchmark data for all schools, LA schools, similar schools
10. Analysis of DCSF pupil performance data, e.g. RAISE
11. Ofsted Inspection reports
12. Governors' termly classroom observations
13. Governors' termly committee meetings
14. Governors' full termly meetings
15. Governors' Annual Finance Review
16. Governors' Annual SATs Target Setting Meeting
17. Governors' Annual Development Plan Meeting
18. Governors' Annual Report to Parents

In the next three years the Governing Body 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.
- review their "Best Value" statement at each Spring Term meeting.
- consider best value when arranging internal and external redecoration contracts.
- maintenance consultancy to advise on maintenance of the schools' buildings.
- obtain assessment management surveys.