

Community Primary School Hampshire



Best Value Statement

Adopted on:	Jan -26
Signed on behalf of the Governing Body	Mrs B Read Chair
Review Date	Jan 28

Cherrywood Community Primary School

Hampshire

Best Value Statement

Aims

As a Governing Body it is our aim to ensure that the resources made available to the school are used to provide best value. We will do this by adhering to the four Cs principles, namely:

Compare – comparing the school's performance.

Challenge – challenging the school's performance, and the provision of services.

Compete - how our school secures efficient and effective services.

Consult – seeking the views of stakeholders about the services provided.

These principles support and influence our decision-making, including strategic planning and school improvement, allocating resources, planning capital spending, and the recruitment, deployment, and performance management of staff.

Principles and Guidelines

The principles will be applied as follows:

1. Compare

We will compare our school's performance with that of other similar schools' performance and assessment data (for example through Assessing School Performance and the Data Dashboard), so we have a firm basis for moving the school forward. As a small school we are aware of fluctuations in data. We will also benchmark the school's financial performance against that of other similar schools both locally and nationally using the LA and Dfe benchmarking and financial matrix tools.

Governors might ask, for example:

Q. How does the performance of our school compare with similar schools locally and nationally, or with all schools locally and nationally?

Q. How does the allocation of our resources compare to other similar schools locally and nationally?

Q. How does the school's expenditure compare with other similar schools?

2. Challenge

We will challenge both whether our school's performance is high enough, and why and how a service is being provided.

Governors might ask, for example:

Q. If our expenditure differs from other similar schools locally or nationally, why does it? Is the variance reasonable/justifiable?

Q. If our outcomes are different from those of other similar schools locally and/or nationally, why is this so (given similar/greater expenditure)? Are we focussing our expenditure on the right priorities?

Q. Are the targets we have set for pupils appropriate and sufficiently challenging?

Q. Are we deploying resources efficiently and effectively to support the needs of all our pupils and to ensure the best possible outcomes?

Q. In relation to the purchase/provisions of goods and/or services, why, how and by whom is this service provided? Do we need /still need this service? Could it be provided at a lower price?

3. Compete

The process of seeking goods and services must be cost effective. Governors and the school will not waste time and resources

- in investigating minor areas where few /minor improvements can be achieved
- to make minor savings in costs
- seeking tenders and quotes for minor supplies and services with a low overall cost.

Goods and services will be sought which provide best value for money in terms of suitability, efficiency, cost, status of supplier, long-term benefit, risk to the school, and time. It is recognised that the cheapest quote is not necessarily the “best value” for the school when taking into account quality and suitability, or impact on the smooth running of the school.

The school will:

- obtain quotes from at least 1 supplier for the purchase of any goods and services with a potential value of between £1000 and £5000, but will usually seek a second for comparison,
- obtain at least 3 quotes for the purchase of any goods or services with a potential value of over £5000, or
- where consistent with principles of best value use suppliers recommended by Hampshire County Council

- use familiar and reliable suppliers for the purchase of small goods/small quantities of goods or equipment, and services.

The school also has reference to the Hampshire County Council's list of suppliers of goods and service, setting out specifications for minimum standards and health and safety issues. The Council can look at the aspect of value for money, overall level of service and a competitive price over a range of goods and services. With building projects, the advice of HCC Architects is sought, and 3 quotations are always submitted.

The school also purchases a range of specialist services from Hampshire County Council through its Service Level Agreements process such as Educational Personal Services, Education Finance Services, Hampshire Library Service, and legal and insurance services. The cost of these is kept under review to ensure these remain value for money.

Governors might ask, for example:

Q. What is the value of this service? How many quotes have we obtained? Do the terms and conditions of supply represent best value for the school?

Q. Is this the most efficient and cost-effective way of procuring this service and/or goods? Could cooperation with other schools be better value? Could the same level of service/quality be obtained from a private contractor/supplier, rather than the LA?

4. Consult

We will seek the views of service users about the services provided. For example, the views of parents are sought through questionnaires and/or surveys (at least annually), and those of the pupils through the School Council, pupil surveys, and/or pupil conferencing. Governors may also seek specific feedback following introduction of a new initiative, attend Parent and Teacher evenings, assemblies and exhibitions, and other school events, use the Question of the week and/or hold "Meet the Governors" drop-ins to canvass opinion which provide an opportunity to obtain feedback from stakeholders. The Governors obtain the in-pu of teachers and other staff through the Staff Governor and through staff surveys.

These principles will underpin the approach taken by the Governing Body, through its delegated Finance and Personnel Portfolio, in making financial and strategic decisions.

In deciding spending priorities, we will consider:

- National priorities which may occasionally be supported financially.
- Local priorities.
- Own school priorities (we will use rigorous self-evaluation and inspection of outcomes to target resources).
- The appropriate allocation of Pupil Premium and Sports Funding.
- We will challenge existing patterns of expenditure to identify possible savings and alternative use of resources. As we are a small school, we are aware there is less flexibility in decision making because staffing costs are tied closely to pupil numbers.

In allocating resources across the budget Governors may question the following:

- Is the spending short 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 others be adversely affected or improved?
- Is the allocation of funding for staff professional development tied with performance management targets and school improvement priorities?

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, sometimes with a minimum of notice. We will ensure that the receipt of grants is carefully scrutinised.
- We will compare the quality, cost and impact of services purchased from outside providers, including the Children's Services Department.

Monitoring and evaluation spending decisions

Our spending is largely guided by the school's strategic improvement priorities as set out in the School Improvement Plan, which is monitored in several layers:

- The Governing Body monitors the effectiveness of the overall plan.
- The Governing Body will consider information provided through the available Financial Benchmarking systems (national and County).
- The Headteacher monitors effectiveness of the overall plan and reports the progress of the plan regularly.
- Subject leaders/other staff with responsibility for particular initiatives monitor relevant parts of the plan

In addition, Governors and SLT monitor and act on:

- Third party review and assessment such as the Data Dashboard, LLP reports, Ofsted reports,
- Subject leader and teacher assessment reports
- Milestone assessment data
- Outcomes of SATS
- Reports of Governor monitoring visits

The school has adopted the Schools Financial Value Standard (SFVS) and monitors use of, management, and safeguarding of all resources in accordance with SFVS.

In addition, Governors monitor expenditure and spending decisions, through the Finance and Personnel Portfolio, which participates in the setting of the annual budget, receives and monitors half-termly budget updates, and participates in a half-yearly full budget revision, subject to the ratification of the Full Governing Body.