



Best Value Policy

INTRODUCTION

Best Value is about providing the best we can in the provision of education, to the pupils of the school. It is also about obtaining services that we need, when we need them and at the best possible price.

Best Value is a much wider issue than a simple concern about finance.

Best Value is not about getting the cheapest service possible.

Best Value is not about using anyone apart from the LA to provide services or only using the LA.

Best Value will be part of our self-evaluation process ensuring we are facing and dealing with issues, weaknesses as well as strengths.

Best Value will include reviewing our policies and procedures in the light of our self-evaluation programme, ensuring we keep up to date and we set ourselves challenging targets. We will need to balance national and local priorities with those of the school.

In providing Best Value, four principles will apply:

- **Challenge** – involves questioning why, how and by whom activities are carried out
- **Comparison** – of performance against other schools and between parts within each school e.g. benchmarking
- **Consultation** – with stakeholders, especially pupils, parents and staff, about key issues and to foster partnership working
- **Compete** – using competition as a means of securing more efficient and effective services.

AIMS

At Market Weighton Infant School we will endeavour to provide the best value in the provision of education we provide to pupils.

At Market Weighton Infant School we will endeavour to obtain the best value from the services and providers we use.

At Market Weighton Infant School we will endeavour to offer value for money.

PROCEDURES

We will use our performance data (including the Key Indicators, RaiseOnline, Fischer Family Trust, Teacher Assessment and Test Results to compare attainment and outcomes of the school with those of schools nationally and with similar schools.

We will use financial information to compare expenditure with similar schools.
We will challenge our use of resources by examining what we provide and by looking at different ways we can make that provision.

We will use fair competition through estimates, quotations and tenders to ensure that resources and contracts for services are secured in the most economic, efficient and effective way.

Once reviews have taken place and priorities agreed plans will be produced to implement the decisions. Plans will take the form of a 3 Year Financial Plan and an annual School Development Plan. The plans will consider curriculum, staffing, premises and resources.

Parents are partners in the education process and their views are needed. Parents will be canvassed before major decisions affecting the school are taken. Views will be obtained in a variety of ways:

- Written forms
- Meetings
- Surveys
- Representation
- Governors

The School Council will be a forum for considering pupils views and ideas.

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.

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.

PUPILS’ WELFARE

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 & 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.

FINANCIAL RESOURCES

- There will always be a variety of ways in which we can spend our financial resources, which will usually be limited. Spending, therefore, is a matter of judgement and setting priorities. When a major financial consideration is to be made consultation will be made through the Resources Committee. Once priorities have been set, spending will be identified in the School Development Plan. Long-term implications and budgetary decisions will be made paying due regard to the delegated powers given to the Head Teacher and the Resources Committee. The power to amend the budget by between £2000 and £5000 is delegated to the Head Teacher and Chair of Governors, over £5000 to the Resources Committee. This is set by the Governors annually. At times there will be emergencies in which spending decisions need to be made quickly; in such cases the Head will consult with the Chair or Vice Chair.

The School’s financial and budget monitoring systems will be those approved by the LA Auditing Unit.

Contracts will be scrutinised before being entered into and reviewed carefully before being renewed. The Head reviews such contracts and present them to the Finance Committee for adoption. Human Resources are the school’s most valuable assets. A review of staffing needs, deployment and training will take place as part of the school’s Self Evaluation Programme, Performance Management Scheme and Pay Policy.

MONITORING

These areas will be monitored for best value by:

1. In-house monitoring by the Headteacher and subject leaders.
2. Termly target setting meetings between the Headteacher and curriculum managers.
3. Annual Performance Management.
4. Annual Budget Planning.
5. Headteacher's financial review.
6. Analysis of LA pupil performance data.
7. Analysis of LA financial data.
8. Ofsted Inspection reports.
9. Classroom observations.
10. Governors' committee meetings.
11. Governors' full termly meetings.

Date of Policy: Spring Term 2025

Review Date: Spring Term 2026

Equality Analysis Impact

This policy was written with reference to and in consideration of the school's Equality Policy. Does the policy have an adverse effect on employees, pupils or the wider community and therefore have a significant effect in terms of equality? **No**

Does the policy have an adverse effect upon a group with protected characteristics? (sex, race, religion or belief, disability, sexual orientation, gender reassignment, pregnancy or maternity, age) **No**

Any questions or concerns regarding this policy should be made to the headteacher.