



Bidbury Infant School Governing Body

Best Value Policy Statement

As a Governing Body we will endeavour to provide best value by adhering to the four C's principle. This principle should be applied to all matters within school where resources management and allocation are considered.

These principles are:

1. Compare

Target setting, performance management and benchmarking data are available to the school and to individual teachers. In particular Raiseonline, Fisher family Trust data and the results of SAT's are considered regularly by the governors and teachers. The governors and teachers also may consider the use of soft data such as results of questionnaires to inform judgements concerning the school's performance in relation to other schools locally and nationally.

2. Challenge

The governors and teachers continually challenge whether the school's performance is high enough, and why and how a service can best be provided. The information gained is used to annually set targets, to inform the best next steps and to consolidate previous developments. As part of the School Development Plan targets are set for all year groups, giving a realistic but challenging set of goals for children and staff. The children are encouraged to self-evaluate and work with both group and individual targets.

3. Compete

Hampshire Local Authority provides and maintains a list of suppliers of goods and services, setting out specifications for minimum standards and health and safety issues. The school seeks to build on this with clear specifications for developments and purchases. For building work of more than £500 (other than emergency repairs), the school will seek quotations or will use the suppliers recommended by Hampshire County Council. (Hampshire is able to look at the aspect of value for money, overall level of service, and a competitive price over a range of goods and services).

4. Consult

As part of the governors' role in developing policies the school will endeavour to consult the school community on pertinent issues. This will include giving opportunities to the staff, parents, children and the local community to comment on their needs and the overall needs of the school. The method of consultation may for example be at staff meetings, parental newsletters and the school council meetings.

In deciding spending priorities the governors will consider:

- the school priorities as set out in the School Development Plan (using self-evaluation and inspection outcomes to target resources)
- national priorities, (often supported financially by grant allocations)
- local priorities (network events and initiatives, often funded)
- the Governing Body has the authority to monitor trends and will challenge existing patterns of expenditure to identify possible savings and alternative use of resources
- the three year budget forecast

- in allocating resources across the budget will question the following:
 - i. is the spending short term or long term?
 - ii. Will the spending change over time?
 - iii. Is the spending sustainable?
 - iv. How does the proposed spending fit in with other plans?
 - v. Will the quality of provision in this area or in others be adversely affected?

Monitoring and evaluation of spending decisions

The majority of our spending is guided by our School Development Plan, which is monitored by:

- The Governing Body
- Leadership Team
- Subject/Year groups

against the agreed success criteria.

Statement approved:

Signed

Date

To be reviewed: