

# PADNELL INFANT SCHOOL

## BOARD OF GOVERNORS



### BEST VALUE POLICY

|                                            |                       |
|--------------------------------------------|-----------------------|
| <b>Name of Unit/Premises/Centre/School</b> | Padnell Infant School |
| <b>Date of Policy Review</b>               | October 2023          |
| <b>Date of Next Review</b>                 | October 2025          |
| <b>Name of Headteacher</b>                 | Mrs Mandy Grayson     |

## Administration Record

| Issue | Modification                              | Approved                       |
|-------|-------------------------------------------|--------------------------------|
| 1     | Resources Committee Approval              | 25 September 2017              |
| 1.1   | Resources Committee Comments Incorporated | 27 September 2017              |
| 2.1   | FGB Approved                              | 21 October 2019                |
| 3     | FGB Approved                              | October 2021                   |
| 4     | FGB Approved                              | 13 <sup>th</sup> November 2023 |
|       |                                           |                                |
|       |                                           |                                |

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## **1 Introduction**

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

1.1.2 These principles are discussed below.

### **1.2 Compare**

1.2.1 Target setting, performance management and benchmarking data are available to the school. In particular, the Assessing School Performance (ASP), Inspection Data Summary Report (IDSR) and the schools end of key stage results are considered regularly by the governors and teachers. The governors and teachers also may consider the use of soft data such as the results of questionnaires to inform judgments concerning the school's performance in relation to other schools locally and nationally.

### **1.3 Challenge**

1.3.1 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 set targets and to inform the best next steps and to consolidate previous developments. As part of the School Improvement & Development Plan targets for all year groups are set, giving a realistic but challenging set of goals for children and staff.

### **1.4 Compete**

1.4.1 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 £3000 (other than emergency repairs), the school will seek quotations or will use the suppliers recommended by Hampshire. (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).

## 1.5 Consult

- 1.5.1 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 pupil conferencing.

## 2 Spending Priorities

- 2.1.1 In deciding spending priorities the Governors will consider:

- The school priorities as set out in the School Improvement & 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 three year budget forecast.

- 2.1.2 In allocating resources across the budget Governors and Staff 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?*

## 3 Monitoring and evaluation of spending decisions

- 3.1.1 The majority of our spending is guided by our School Improvement & Development Plan, which is monitored by;

- The Governing Body;
- Leadership Team;
- Subject Leaders.

- 3.1.2 Against the agreed success criteria.

**This statement should be read in conjunction with the Governors  
Finance and Pay Policy**