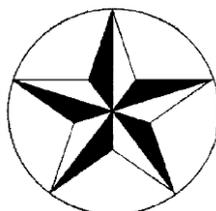


SCANTABOUT PRIMARY SCHOOL



Achieving our best together

Best Value Statement

Rationale:

Best Value is a government policy designed to promote continuous improvement in all locally provided services including schools. The concept is wider than that associated simply with value for money, and focuses, within an educational context, on the idea that a close partnership between school stakeholders and the effective use of resources leads to the raising of educational standards and effective ongoing development.

In embracing Best Value a school creates the opportunity to improve the ways in which management decisions are made. School performance can be improved by applying the principles of Best Value which are known familiarly as the Four 'C's.

Challenge	why, how and by whom an activity is carried out
Compare	performance against other schools and between parts of each school
Consult	involving stakeholders, especially pupils and parents
Compete	as a means of securing efficient and effective services

The Governors at Scantabout are committed to achieving Best Value in all decisions made. The four key principles of Best Value are continually applied to secure sustained improvement across the school. They are used as a framework in the following section to outline how the school translates Best Value policy into practice.

During the year 2017/2018, in accordance with the School Improvement Pla, resources are mainly being prioritised to support:

Development of actions from the Safeguarding Audit;
Raising the quality of teaching and development of learning journeys in mathematics and English;
Development of the curriculum for SMSC, STEM and Geography & History.

Challenge:

To achieve Best Value the following questions will need to be asked to challenge, at one time or another, decisions made regarding the management of the school. The aim is to ascertain whether the school's performance is high enough and why and how a service is being provided.

- Why are we doing this?
- What do we need to achieve?
- Is this method the most economical, efficient and effective?
- What is in the best interests of our stakeholders?
- What is the evidence about levels of need?
- Are there better ways of achieving the desired results?
- Could another organisation do this for us more effectively and economically?

At Scantabout there are a range of systems and procedures in place that enable school staff to answer one or more of these questions on a regular basis. The school is committed to reviewing and implementing further initiatives as appropriate. Currently, the following exists:

- **Pupil performance** in all subjects is monitored and evaluated by Subject Leaders who have release-time to analyse test results, scrutinise samples of work, interview pupils and review planning. Challenging targets are set for all pupils in reading, writing, maths and science. Progress towards these targets is monitored regularly through meetings with the Headteacher and of the leadership team. Interim and annual results are shared with all colleagues and with governors.
- **Action Plans** are written for subject and whole school aspects. Success criteria are identified on such plans and review dates detailed. Action plans are shared with governors through the headteacher's report.
- Teacher meeting agendas focus on School Improvement Issues which enables staff to question the effectiveness and manageability of school practice and, in particular, new initiatives.
- **Performance Management** (see Performance Management Policy) for all staff provides objectives for every team member relating to the performance of the school. A review of these objectives takes place at the start and end of each yearly cycle.
- School governors receive a report on progress made towards achieving objectives identified in the **strategic plan** each term. This enables them to ask questions regarding development across the whole school. The majority of spending decisions are made in accordance with this plan.
- **The LA** also has a role in challenging the performance of the school. In academic terms, this is addressed through the annual school validation visit by the LLP (Leadership and Learning Partner)

Compare:

The analysis of performance data is central to the successful management of schools. The Best Value principle of Compare includes asking such questions as:

- What are we achieving?
- How does this compare with what we should be achieving?
- What standards are similar schools achieving?
- How do our standards compare to theirs?
- Are we a relatively high performer?
- Are all subjects and classes performing consistently well?
- Do we cost more or less than similar schools? Why?
- What can we do to bring us up to or keep us at the level best?

At Scantabout the following systems and procedures address these questions:

- The leadership team analyse a range of **comparative data on schools' performance** that is provided by a range of external agencies. These include Analysing School Performance Report and other data provided by the LA. The information gained from analysis of these documents is used to inform Action Plans in each subject. These are shared with governors and the LLP.
- Comparisons are also made using **inhouse pupil performance data**. This involves analysis of Key Stage SATs, and other tests that are also completed by children across the school. Subject Leaders are able to use the results of these summative assessments to compare year-on-year, and the performance of ability groups, genders, ethnic minorities and pupils receiving free school meals.
- In order to aid efficient financial planning the Headteacher analyses the LA booklet "**Schools – Comparative Statistics for Delegated Budgets**". This takes place prior to the compilation of the new school budget and comparative information gained from the exercise is shared with Resources Governors.

- The school's admin officers have the responsibility of being knowledgeable about the school's many **educational suppliers** and to ensure that these are compared in order to ensure the Best Value purchase of teaching and learning resources.
- The Headteacher networks with other local schools on an ongoing basis with regards to financial and resourcing decisions.

Consult:

The gathering of views from all stakeholders through consultation will enable a school to improve its understanding of the needs and priorities of the chief clients – parents and pupils. It is very important that all stakeholders see the need for development; understand and accept how a proposed change will improve performance; have the capacity to adopt the new practice, and find doing so rewarding.

At various points in a school's management cycle, consultations can usefully be made with the following stakeholders;

- pupils
- parents
- governors
- teaching and support staff
- the LA through the LLP
- the local community
- local cluster groups and schools forums
- feeder nurseries and transfer secondary schools

At Scantabout the following systems are in place to ensure that, wherever appropriate, the stakeholders listed above are consulted with regards to the management and development of the school.

Pupils:

- Scantabout has a highly effective **School Council** with democratically elected representatives across the school. Meetings take place regularly and are chaired by the nominated teacher. Issues across the whole school are discussed and the School Council also seeks the views of other pupils through dedicated class discussion time, assemblies and occasional questionnaires;
- The leadership team will from time to time meet with groups of pupils to discuss their views on particular aspects of school life.

Parents:

- All parents of the school receive regular newsletters. From time to time these include information about recent initiatives or developments. The summary of the school development plan is published annually on the website.
- The opinion of parents is often sought on larger development issues. This includes questionnaires and less formal "opinion boards" at parents' evenings. Feedback on these items is given in newsletters. Parents are asked to complete an annual questionnaire. A Parent View link is available on the website.
- Parents are invited to attend termly Parent Forum meetings. These meetings offer parents the opportunity to discuss issues of concern to them with the Headteacher and governors.
- The Head Teacher also operates drop-in parent surgeries on Parents' Evening to allow parents to share views on a one-to-one basis.

Teaching and Non-Teaching Staff:

- Budgets are set according to the priorities on the School Improvement Plan. As part of the school's financial planning procedures Subject Managers consult all teaching staff on their teaching and learning resource requirements. They then investigate resource options and put a proposal together for the HT to consider.
- The views of teaching staff are sought on an ongoing basis at teacher meetings. Teaching Assistants and Admin Staff have a similar opportunity at their briefings.
- The system of Performance Management also provide staff with the opportunity to communicate their views on the operation of the school.
- From time to time staff views are sought using questionnaires, for instance when revisiting key policies. The leadership team will provide staff with a questionnaire is completed each year to gather their views.

All Staff and Governors:

- All staff and governors are consulted on strategic issues relating to the school. This takes place at the regular staff and governor meetings. Both sets of stakeholders are represented when the school reviews its vision statement, aims and outline strategic plan.

Compete:

Questions that a school can ask regarding the Compete principle of Best Value include;

- If we are buying services, could these be obtained at a better price and have long-term costs been analysed?
- How can we make sure the school receives the most economic, efficient and effective service from suppliers.
- Do we have proper financial administration procedures, including competitive tendering for significant expenditure?
- Is one supplier used regardless of price?

The Chair of Governors, in conjunction with the Chair of Resources, is responsible for ensuring the a nominated governor carries out the annual SVFS Audit, as well as ensuring that this is approved by the Full Governing Body before the 31st March. The School will also use bench-marking tools recommended by HCC, to ensure that different aspects of the financial systems are checked. This will be carried out by the nominated governor on a termly basis.

At Scantabout the following systems and procedures are in place to address those issues listed above;

- The school's two admin staff are responsible for **researching and purchasing resources at the best possible price**. All purchases, including those from Petty Cash and on the Purchasing Card must be signed-off by the HT in advance of the purchase being made.
- The Headteacher reviews the provision of services to the school through **Service Level Agreement** contracts for cleaning, catering, music, building maintenance and development, inspection and support and grounds maintenance. The Headteacher maintains an ongoing communication with the LA officers responsible for each service. The Headteacher uses contractors other than those provided through the SLAs if they show a cost advantage. Examples for this are most often found in relation to buildings and grounds maintenance.
- The school's Administrative Officer is responsible for the **operational management of the school budget**. She reports to the Headteacher on a regular basis (monthly) through the use of a budgetary control report. The Administration Officer seeks, wherever possible, three quotes for any larger development projects. The school uses Hampshire Approved Contractors wherever possible.

Policy reviewed by: Tina Thomas Headteacher One year review due: Spring 2020
