



King David Primary School

Best Value Policy

1. Introduction

1.1 This document establishes King David Primary School's Best Value Strategy. It sets out:

- Why a best value strategy is needed;
- The key approaches to Best Value;
- The areas to which Best Value applies
- The school's purchasing structure;
- The school's proposed approach to delivering best value in purchasing;
- Key implementation and monitoring dates;

2. Why the strategy is needed

2.1.1 The governing body is accountable for the way in which the school's resources are allocated to meet the objectives set out in the school's development plans. Governors need to secure the best possible outcome for pupils, in the most efficient and effective way, at a reasonable cost. This will lead to continuous improvement in the school's achievements and services

2.1.2 The Education Department's Fair Funding Scheme establishes a requirement on schools to consider best value. As part of the scheme there is a requirement on all schools to submit, along with their annual budget plan, a best value statement. This should set out the steps being taken in the course of the year to ensure that expenditure, particularly in respect of large service contracts, will reflect the principles of the Best Value regimen. The formulation of a strategy will help the school meet these requirements.

3. Approach to Best Value

3.1 The aim of the Best Value strategy is to help the school achieve continuous improvement. The approach used to ensure such improvements are achieved is to carry out a regular programme of review by applying the four key principles of best value –

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|-----------|---|--|
| Challenge | - | why, how and by whom the service is provided |
| Compare | - | performance against others |
| Consult | - | with key stakeholders |
| Compete | - | the use of competitive measures, wherever practicable, to secure efficient and effective provision |

3.2 The Governors and school leadership will apply the principles of *best value* when making decisions about:

- the allocation of resources to best promote the aims and values of the school;
- the targeting of resources to best improve standards and the quality of provision;
- the use of resources to best support the various educational needs of all pupils.

3.3 Best Value will apply to:

- staffing
- use of premises
- use of resources
- quality of teaching
- quality of learning
- pupils' welfare

- health and safety
- purchasing

3.4 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.

4. Staffing

4.1 Governors and the school leadership will deploy staff to provide best value in terms of quality of teaching, quality of learning, adult-pupil ratio, and curriculum management.

5. Use of Premises

5.1 Governors and the school leadership will consider the allocation and use of teaching areas, support areas and communal areas, to provide the best environment for teaching & learning.

6. Use of Resources

6.1 Governors and the school leadership will deploy equipment, materials and services to provide pupils and staff with resources that support quality of teaching and quality of learning.

7. Teaching

7.1 Governors and the school leadership will review the quality of curriculum provision and quality of teaching, to provide parents and pupils with:

- a curriculum which meets the requirements of the National Curriculum, National Literacy Strategy and National Numeracy Strategy, the school's curriculum for Religious Education, and the needs of pupils
- teaching which builds on previous learning, has high expectations of children's achievement and which is built firmly on the principles of how individual children learn.

8. Learning

8.1 Governors and the school leadership will review the quality of children's learning, by class and group, to provide teaching which enables children to achieve nationally expected progress.

9. Pupils' Welfare

9.1 Governors and the school leadership will review the quality of the school environment and the school ethos, in order to provide a supportive environment conducive to learning and recreation.

10. Health & Safety

10.1 Governors and the school leadership 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.

11. Purchasing

11.1 Governors and school leadership will develop procedures for assessing need, and obtaining goods and services which provide "best value" in terms of suitability, efficiency, time, and cost. Measures already in place include:

- competitive tendering procedures
- procedures for accepting "best value" quotes, which are not necessarily the cheapest (e.g. suitability for purpose and quality of workmanship)

12. Overview of School's purchasing structure

12.1 Detailed below is an overview of the school's purchasing structure.

- All staff can raise internal order requisitions for the purchase of goods.
- Budget holders sign and approve the internal order stating the budget from which the goods will be purchased.
- Internal order requisitions are processed by the school Administrative Officer

Official orders are printed and then copied twice:

- the official order is posted to the suppliers
- a copy of the order is retained by the Administrative Officer attached to the internal requisition
- a copy of the official order is available to budget holders in the School Office

12.2 The school already has good practice procedures for the purchase of Audio-Visual and Information Technology equipment:

Any internal order requisition for AVA or IT equipment is checked and approved by the ICT Co-ordinator for compatibility with school hardware, software, price – and value for money, before an official order is raised.

The Administrative Officer ensures all order requisitions raised for such equipment, by curriculum budget holders, are brought to the attention of the ICT Co-ordinator before being processed.

For such a specialised area this procedure is practical. It is not possible to adapt this system for all purchases.

13. Proposed approach for purchasing

13.1 For the strategy to be effective there must be a commitment throughout the whole of the school.

13.2 All staff will be informed of the strategy. A copy will be made available in the staff room so that all staff are aware of the policy, why it is there and what it aims to achieve. In addition a copy of the strategy will be included in the staff handbook.

13.3 Termly budgetary “cost centre reports” are provided for budget holders.

13.4 There will be annual overview monitoring of purchasing to ensure that orders are being placed in the most efficient manner. This will help highlight if companies are receiving separate orders from different budget areas losing the benefits of the potential for negotiating savings.

An Annual Report will be made to the Governing Body giving an overview on how the process has worked and the results of the monitoring processes. This report can also be used to enable the governors to review the strategy.

14. Monitoring dates

Annual report to governors	Annually
Review of process	Annually