

## Effective Buying Statement

This statement builds on the advice from GOV.UK August 2019 [Buying for Schools](#). This advice is non-statutory, and has been produced to provide guidance to schools about buying practices and how to achieve better value for money. It also helps recipients understand their obligations in relation to the basic rules of procurement when spending public money. An additional document published by the DfE 'Review of efficiency in school systems' June 2013 has also influenced this statement.

The Review of efficiency in school systems makes it clear that all schools must do their part in securing value for money in public spending. The review identified the following seven key characteristics of the most efficient schools. These schools:

- Deploy the workforce effectively, with a focus on developing high quality teachers
- Make use of evidence to determine the right mix of teaching and education support staff
- Employ or have access to a skilled school business manager who takes on a leadership role
- Make good use of financial benchmarking information to inform the school's own spending decisions
- Make use of school clusters, sharing expertise, experience and data, as well as accessing economies of scale when making shared purchases
- Manage down back office and running costs
- Have in place a strong governing body and leadership team that challenges the school's spending.

The basic rules of procurement aim to ensure that public funds are spent openly and fairly, and make the most of every budget, while protecting you against legal challenges, financial penalties and damage to your school's reputation. This document highlights:

- Areas of spend where your school can achieve value for money
- The basics of buying
- Organisations that provide contracts, deals and frameworks
- Links to finance, procurement, and school related information
- Provides ways to help you compare spend against other schools
- Training opportunities
- Information about buying green and environmental initiatives.

The Governors and Headteacher are committed to achieving best value in all decisions made. We use the principles within the school philosophy and of the Effective Buying Statement as they apply to securing continuous improvement in this school and will:

- Regularly review the functions of the school, challenging how and why services are provided and setting targets and performance indicators for improvement
- Monitor outcomes and compare performance with similar schools and within the school
- Consult appropriate stakeholders before major decisions are made
- Promote fair competition through quotations and tenders to ensure that goods and services are secured in the most economic, efficient and effective way.

The School will strive to ensure that the school is using its resources effectively to meet the needs of pupils. A designated governor and the Headteacher use national benchmarking data to identify significant differences in the way schools manage their resources. Through comparison with other schools' spending and patterns of service, we determine whether there is scope for doing things better: improving efficiency, reducing costs or identifying the potential scope for savings.

We will submit our Effective Buying Statement with the Annual Budget Plan. The progress of the Annual Budget Plan and the Effective Buying Statement will be monitored with the School Improvement Plan (SIP) in order to determine the extent of continuous improvement.

The principles adopted by the Governors and Headteacher that support the Effective Buying Statement are:

- Compare
- Challenge
- Compete
- Consult

### **Compare**

The school philosophy underpins the values of the school. The use of target setting, staff performance management and financial benchmarking is informed by assessment data, screening, SEND audit data and the prior attainment/knowledge of pupils, available to the school and to individual teachers. This informs judgments concerning the school's performance in relation to other schools locally and nationally. The use of soft data and the results of questionnaires are also used where this is more appropriate. The governors also consider these comparative measures regularly.

### **Challenge**

The SIP uses the information gained to set targets and to inform the next best steps to consolidate previous developments. The Headteacher and staff set targets for pupil progress and attainment embedded into staff Performance Management targets. Teachers set targets for pupil progress as part of their own planning processes. This is explained in the school's Marking and Feedback Policy.

### **Compete**

The Local Authority (LA) 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 works more than £5,000 (other than emergency repairs) the school seeks quotations or uses the recommended suppliers of Hampshire County Council (HCC). HCC 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. For building projects in excess of £5,000, the advice of Hampshire County Council Architects is sought via Hampshire Property Services.

### **Consult**

The Governing Body and Headteacher use consultation processes to inform future developments and provide information so that the views of stakeholders in the organisation can be considered. Pupils' views are sought through the School Council.

The Governing Body uses questionnaires between Ofsted Inspections, to seek parents' views. Parents' views are also sought through:

- Periodic evaluations of pupils' work
- Parents' comment sheets attached to School Reports sent home
- In Reading Diaries
- Individual parent consultations
- Induction process evaluation

Staff views are sought through formal and informal evaluation processes.

The PTA raises sums of money each year and this committee is always consulted regarding the use of this money to support the school.

In the academic year 2019/20 the school will focus on aspects as defined in the School Improvement Plan (SIP). A copy of the SIP is available from the school's office on request. It will focus on:

- To implement a Covid-19 Educational Recovery Programme (working in conjunction with HIAS).
- To improve the quality of teaching and learning across the school in core subjects to be consistently good or better, leading to at least national percentages achieved for Reading, Writing and Mathematics at the end of KS1, and raise attainment and progress in phonics across the school.
- To further increase the effectiveness of leadership within the school at all levels.
- To ensure there is parity between the quality of teaching and learning for the core and foundation subjects through introducing the new two-year cycle in the foundation curriculum.
- To raise the attendance figures to at least national for all pupils.
- To improve the effectiveness of outdoor learning through implementing a long-term Landscaping Strategy