



ST MICHAEL & ALL ANGELS C. E. (FOUNDATION) PRIMARY AND PRE-SCHOOL

BEST VALUE STATEMENT

This policy is written in support of the Vision and Values of St Michael and All Angels (Foundation) Primary and Pre-School.

Last Reviewed	Summer Term 2026
Next Review Due	Summer Term 2027

Linked Policies:

- Charges and Remissions Policy

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Best Value Statement Analysis for St Michael & All Angels C.E. Primary and Pre-School

The Governing Body and school leaders are committed to achieving best value in all spending decisions. Best value is defined as securing the optimum combination of quality, cost, sustainability, social value and educational impact. Procurement decisions will support the school's strategic priorities, improve outcomes for pupils and represent responsible stewardship of public funds. All procurement activity will be conducted fairly, transparently and in accordance with the school's financial procedures and relevant procurement legislation, including the Procurement Act 2023.

CHALLENGE

The school and the Governing Body have challenging aims which, together with rigorous, ongoing self-evaluation, questioning the effectiveness of current practice, underpin the life and development of the school. The school constantly employs carefully planned and agreed strategies, based on evidence and analysis of need, with a particular focus on supporting our high Pupil Premium and SEND pupils to overcome barriers to learning and achieve their full potential. The Governing Body ensures sufficient challenge to improve school performance through a range of means:

1. The School Improvement Plan provides the school with challenging strategies, planned actions and clear success criteria.
2. Setting realistic and challenging targets in terms of the whole school development and improvement. Progress towards the targets is monitored and tracked through progress meetings and appraisals.
3. The quality of services provided for the school is under continuous review. Leaders will not be afraid to challenge service providers who they feel are increasing costs unjustifiably or providing inferior goods or services.
4. The budget is monitored closely and analysed each month by leadership before being discussed by the Governing Body.
5. For significant purchases, the school will consider the business case, expected outcomes, risks, alternatives and long-term financial implications before committing expenditure. Governors will seek assurance that procurement decisions support the school's strategic objectives and provide measurable benefits for pupils.

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COMPARE

School undertakes comparisons in order to benchmark performance in a variety of ways:

1. The Governing Body undertakes financial benchmarking exercises each year, comparing our CFR data with similar context schools, both nationally and locally, using the Financial Benchmarking & Insights Tool. This includes the SFVS form which is also discussed by the Governing Body.
2. The Head Teacher keeps abreast of relevant comparative issues through regular dialogue with Head teachers from other schools.
3. When necessary, alternative service providers will be compared, enabling informed decisions to be made before the beginning of a financial year in order to ensure maximum value for money.
4. Where appropriate, the school will compare costs, quality, service standards and whole-life value rather than focusing solely on initial purchase price. The school will also consider collaborative purchasing arrangements, approved framework agreements and benchmarking information to achieve value for money.

CONSULT

The school considers the views of stakeholders to be vital in the development of the school, allowing management of the school a clear understanding about what the whole school community wants and needs, enabling appropriate responses to be made and action taken.

The Governing Body and Staff are fully included in the formulation of the Governor Improvement Plan and all school personnel are involved in working towards the aims, objectives and actions outlined in the plan. The Head Teacher reports to the Governing Body termly.

Gauging stakeholders' views is a vital part of our school's consultation process, ensuring we capture the diverse perspectives of our community, including families from different backgrounds, pupils with additional needs, and local community members:

- Discussions with pupils including School Council

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- Conversations/discussions with Head Teacher/members of staff
- Letters to the Head Teacher/class teachers
- Parents' comments on consultation/pupil progress meetings and on end of year reports
- Parent Voice meetings
- Whole school parent questionnaires
- Family Learning parents' and pupils' evaluations
- School Improvement Meetings, whole staff meetings and teaching assistant meetings
- Regular meetings of the Governing Body
- Head Teacher meetings with the School Effectiveness Officer/Local Authority/Diocese.

Consultation will include consideration of the needs of pupils, families, staff and the wider community where appropriate. Feedback gathered through consultation will be used to inform procurement decisions and evaluate the effectiveness of purchased goods and services.

COMPETE

The Governing Body ensures that procurement activity is conducted through fair, transparent and proportionate processes. Where appropriate, quotations, tenders or approved framework agreements will be used to demonstrate value for money and compliance with procurement requirements.

Aiming to ensure that only high quality, efficient and effective services are delivered to meet the needs of the school, at the best possible prices, at all times demonstrating clear links to raising standards and improving the quality of education provision.

The Head Teacher and the Senior Administrator review contracts and Service Level Agreements when they are due for renewal, highlighting any marked increase in costs.

The Governing Body regularly discusses costs of services and highlight items not considered to be achieving good value for money, enabling an investigation to be made into alternative provision.

The school is committed to comparing the quality and cost of services, with a primary focus on interventions and resources that directly support our pupils'

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academic progress, social-emotional development, and individual learning needs. We believe that the cheapest option is not necessarily the best option, but that quality should be of paramount importance. Staff are required to prioritise resource requirements and obtain agreement of the Head Teacher before placing orders with the Senior Administrator.

The school will also consider wider social value and environmental sustainability when procuring goods and services. Where appropriate, purchasing decisions will take account of ethical practices, support for local communities, environmental impact and long-term sustainability, provided these considerations continue to represent value for money and support the school's educational priorities.

The school recognises that it should be working in partnership with other schools within the community, especially within the East Calderdale Learning Community. Working together to support every individual child and family to achieve. This will continue in the future.

Contracts and service agreements will be regularly monitored and reviewed to ensure that agreed outcomes, service standards and value for money continue to be achieved throughout the life of the contract.

This statement will be reviewed annually and updated as required to reflect changes in legislation, procurement guidance and school practice.

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