



## 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.

<b>Last Reviewed</b>	Summer Term 2024
<b>Next Review Due</b>	Summer Term 2025

#### **Linked Policies:**

Charges and Remissions

**Respect. Resilience. Responsibility. Confidence. Co-operation. Compassion.**

*Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go. – Joshua 1:9*



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### 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, to raise standards, increase cost effectiveness and improve the quality of education provided. The Governors ensure sufficient challenge to improve school performance through a range of means:

1. The annual Governor Development Plan, this is a comprehensive document, providing 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. Performance management objectives are agreed for all members of the teaching staff. Individual NC targets are set for all children and for cohorts as a whole, in English and Maths. Progress towards the targets is carefully monitored and tracked. Children are encouraged towards their overall targets in English and Maths by the use of small-step goals.
3. The quality of services provided for the school is under continuous review. Management 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 the Head Teacher and School Business Manager before being discussed by the Governing Body.

### COMPARE

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

1. The Governing Body undertake financial benchmarking exercises each year, comparing our CFR data with similar context schools, both nationally and locally, using the Audit Commission's web-site and information available for the LA. This includes the SFVS form which is also discussed by the Governing Body.

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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.

### **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 Governors and Staff are fully included in the formulation of the Governor Development 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 each term and Governors monitor the GDP.

Gauging Stakeholders' views is a very important part of our consultation process and will be determined in a number of ways during the year:

- Discussions with children including School Council
- 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 children's evaluations
- School Development Meetings, whole staff meetings and teaching assistant meetings
- Regular meetings of the Governing Body
- Head Teacher meetings with the School Effectiveness Officer/Local Authority.

### **COMPETE**

The Governors of the school ensure the principles of competition through:

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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 School Business Manager review contracts and Service Level Agreements when they are due for renewal, highlighting any marked increase in costs.

The Governors regularly discuss 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 aware of the need to compare the quality and cost of services delivered to the school. We believe that cheapest is not necessarily best 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 School Business Manager.

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.

This statement will be reviewed annually at the beginning of each financial year.

**Reviewed/updated - April 2005, October 2008, April 2009, April 2010, March 2011, April 2012, April 2013, April 2014, April 2015, April 2016, March 2017, February 2018, March 2019, March 2020, March 2021, March 2022, March 23, March 24**

Signed: ..... Chair of Governors                      Date: .....

Signed: ..... Headteacher                                      Date: .....

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