



**FROXFIELD**  
CE SCHOOL

Review Cycle:-	Annually	Date of Next Review:-	November 2021
Approver:- Chair of Governors	Signed:-  Date:-	Approver:- Head Teacher	Signed:-  Date:-

## Best Value Statement

The Governors and Head teacher at Froxfield CofE Primary School are committed to achieving Best Value in all decisions made where resources management and allocation considered.

### The principles that support Best Value are:

Compare, Challenge, Compete, Consult and these will underpin all the work of governors and staff in school as they undertake their different roles and in particular as they monitor and evaluate the work of the school.

#### Compare

The use of target setting, staff performance management and benchmarking is informed by data 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 qualitative, school based data and the results of questionnaires are also used where this is more appropriate. The governors also consider these comparative measures regularly.

#### Challenge

The School Improvement Plan uses the information gained to set targets and to inform the next best steps to consolidate previous developments. The current priorities for School Improvement for 2020-21 are:

- Gaps in learning are identified and a catch-up curriculum is ensuring progress is maximised.
- Increased pupil progress with a focus on maths, writing and progress of disadvantaged and SEND children.
- Development of pupils' vocabulary and closing the word gap, with high quality spoken English promoted all levels of the school.
- The new school behaviour policy and systems ensure consistency, clarity and rigour.
- The focus on Growth Mindset and resilience ensures children understand their role in the learning process and are able to recover from setbacks and take pride in their achievements.
- Children's mental well-being is high priority, teaching focuses on strategies to promote positive mental-health and support is available for children where necessary.
- Subject leaders are active in the implementation of their curriculum area, ensuring the implementation matches the intent and they have a sound understanding of the impact
- Senior leaders and Governors provide strong and strategic leadership, that recognises pressures on staff, values their work and seeks to address issues of workload and well-being.



- Implement the new Early Years Framework as an 'early adopter' school, using this as an opportunity to further strengthen the link between Pre-School and Reception.

The Headteacher and staff set targets for pupil progress using the individual and cohort tracker files. Teachers meet with parents and children regularly to review tracker files and discuss Learning Journey next steps.

### **Compete**

The 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. Best practice as set out by HCC EFS will be applied for example the principle of comparing three prices for goods or services and within the budget parameters set out in the TOR for Resources. For significant building projects the advice of HCC Architects is sought.

### **Consult**

The Governing Body and Head teacher use consultation processes to inform future developments and provide information so that the views of all stakeholders in the organisation can be considered.