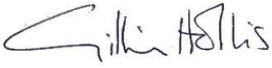





**FROXFIELD
CE SCHOOL**

Review Cycle:-	Annually	Date of Next Review:-	November 2024
Approver:- Chair of Governors	Signed:-  Date:- 09/11/2023	Approver:- Head Teacher	Signed:-  Date:- 09/11/2023

Best Value Statement

The Governors and Head teacher at Froxfield CE 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 2023-24 are:

- **Developing strong, inclusive provision for pupils including those with SEND and disadvantaged children**
Ensure every child receives their entitlement to a good education which enables them to maximise opportunity and success in learning and in life, irrespective of need, prior attainment, background, or circumstance. Ensure every child has access to appropriate, high quality provision, which meets diverse need and diminishes barriers to participation and engagement.
- **Continue to improve the quality of children's writing supported by a continued focus on embedding a reading culture and a review of the teaching of spelling beyond phonics.**
Embed reading as central to the school's curriculum with rigorous systematic, synthetic phonics teaching in place so that all children, regardless of need, ability or background learn to read accurately and automatically. Ensure the curriculum enables children to develop a love of reading. Both these elements support children to improve the quality of their written work, through the development of strong secretarial and composition skills. Ensure strong progress in spelling is maintained across KS2 and pedagogical approaches for the teaching of writing accelerate progress and promote high attainment.



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- **Continue to raise attainment in Maths ensuring all children develop fluency with number and deep conceptual understanding, enabling them to reason and problem solve.**

Embed the Maths Mastery approach, alongside mastering number to systematically build knowledge and skills ensuring learning is broken down into manageable steps. Teaching consistently uses the mastery approach, making effective use of visual representation to ensure deep learning. Mastering number to be introduced at KS2 to improve children's knowledge and recall of tables facts. Ensure planned curriculum provides sufficient opportunities for purposeful practice. Ensure children who are at risk of falling behind are quickly identified and supported to keep up with their peers.

- **Improving our curriculum offer**

Continue to refine the curriculum planning to ensure it reflect the learning journey from the age of two. Ensure all curriculum plans identify key vocabulary to be developed sequentially across the school. Ensure assessment is used effectively, focus on key knowledge and skills needed as children move through their learning journey. Continue to develop staff's subject knowledge and their knowledge of the school's curriculum journey from aged 2 for all subjects.

The Headteacher and staff set targets for pupil progress using the 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.