



**FROXFIELD
CE SCHOOL**

Review Cycle:-	Annually	Date of Next Review:-	November 2025
Approver:- Chair of Governors	Signed:- Date:-	Approver:- Head Teacher	Signed:- Date:-

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 2024-25 are:

Embed 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 grammar and sentence composition as integral to the writing process.

Continue to focus on consistency in the teaching of reading beyond phonics, ensuring catch-up provision for all children is the highest priority. 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. Implement strategies from training to improve progress in writing, adapting the Learning Journeys if necessary.



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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. Embed 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 – review intervention programmes. Refine assessment systems within mathematics.

Improving our curriculum offer

To continue to develop, review and refine our curriculum provision ensuring that key content is broken down and is well-sequenced and that pedagogy enables key knowledge to be remembered and applied. Review the assessment systems in place for foundation subjects to ensure they accurately check children's understanding and enable teachers to plan future learning precisely.

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.