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Policy Reference:	Holy Trinity CofE Primary School Best Value Statement 2025-6
Date Policy Reviewed:	27th April 2026
Reviewed by:	FGB
Next Review Date:	27th April 2027
Date Approved by FGB:	

Holy Trinity CE Primary School Best Value Statement 2025-6

Introduction

In alignment with our school vision, values and Governing Board core functions, the Governors at Holy Trinity are responsible for the way in which the school's resources are allocated to meet the objectives set out in the school's development plans.

Governors need to secure the best possible outcome for pupils, in the most efficient and effective way, at a reasonable cost and with consideration of sustainability aspects, as promoted by the DfE to climate sustainability aspects whenever and wherever possible. This will lead to continuous improvement in the school's achievements and services.

What Is Best Value?

Governors will apply the four principles of ***best value:***

Challenge - Is the school's performance high enough? Why and how is a service provided? Do we still need it? Can it be delivered differently? What do parents want?

Compare - How does the school's pupil performance and financial performance compare with all schools? How does it compare with LA schools? How does it compare with similar schools?

Consult - How does the school seek the views of stakeholders about the services the school provides?

Compete - How does the school secure efficient and effective services? Are services of appropriate quality and are they economic?

The Governors' Approach

The Governors and school managers will apply the principles of *best value* when making decisions about:

the allocation of resources to best promote the aims and values of the school.
the targeting of resources to best improve standards and the quality of provision.
the use of resources to best support the various educational needs of all pupils.

Governors, and the school managers, will:

make comparisons with other/similar schools using data provided by the LA and the Government, e.g. Raiseonline, quality of teaching & learning, levels of expenditure
challenge proposals, examining them for effectiveness, efficiency, and cost, e.g. setting of annual pupil achievement targets,
require suppliers to compete on grounds of cost, and quality/suitability of services/products/backup, e.g. provision of computer suite, redecoration
consult individuals and organisations, on quality/suitability of service we provide to parents and pupils, and services we receive from providers, e.g. Pupil reports, School Improvement Partner, Ofsted, School Surveyor

This will apply in particular to:

staffing
use of premises
use of resources
quality of teaching

quality of learning
purchasing
pupils' welfare
health and safety

Governors and school managers:

will not waste time and resources on investigating minor areas where few improvements can be achieved
will not waste time and resources to make minor savings in costs
will not waste time and resources by seeking tenders for minor supplies and services

The pursuit of minor improvements or savings is not cost effective if the administration involves substantial time or costs. Time wasted on minor improvements or savings can also distract management from more important or valuable areas.

Staffing
Governors and school managers will deploy staff to provide best value in terms of quality of teaching, quality of learning, adult-pupil ratio, and curriculum management.

Use of Premises
Governors and school managers will consider the allocation and use of teaching areas, support areas and communal areas, to provide the best environment for teaching & learning, for support services, and for communal access to central resources, e.g. the library.

Use of Resources
Governors and school managers will deploy equipment, materials and services to provide pupils and staff with resources which support quality of teaching and quality of learning.

Teaching
Governors and school managers will review the quality of curriculum provision and quality of teaching, to provide parents and pupils with:

a curriculum which meets the latest Government requirements and the needs of pupils teaching, which builds on previous learning and has high expectations of children's achievement.

Learning
Governors and school managers will review the quality of children's learning, by cohort, class and group, to provide teaching which enables children to achieve nationally expected progress, e.g. setting of annual pupil achievement targets, 2 national curriculum levels between Years 3 and 6,

Purchasing
Governors and school managers will develop procedures for assessing need, and obtaining goods and services which provide "best value" in terms of suitability, efficiency, time, and cost. Measures already in place include:

competitive tendering procedures (e.g. for goods and services above £5,000)
procedures for accepting "best value" quotes, which are not necessarily cheapest (e.g. suitability for purpose & quality of workmanship)
procedures which minimise office time by the purchase of goods or services under £1000 direct from known, reliable suppliers (e.g. stationery, small equipment)

Pupils' Welfare
Governors and school managers will review the quality of the school environment and the school ethos, in order to provide a supportive environment conducive to learning and recreation.

Health & Safety
Governors and school managers will review the quality of the school environment and equipment, carrying out risk assessments where appropriate, in order to provide a safe working environment for pupils, staff and visitors.

Climate Sustainability
Governors and school managers will consider climate sustainability and environmental impact when making decisions about purchasing, resource management, maintenance, and the use of school facilities. Wherever possible, the school will seek to reduce waste, improve energy efficiency, encourage recycling, and procure goods and services from suppliers who demonstrate environmentally responsible practices. The Governing Body recognises its responsibility to support sustainable development and will, where practical and cost effective, take account of carbon reduction, long-term environmental impact, and sustainable resource use when applying the principles of best value.

Monitoring
These areas will be monitored for best value by:

1. In-house monitoring by the Head Teacher and curriculum managers,
   e.g. classroom practice, work sampling
2. Termly target setting meetings between the Head Teacher and curriculum managers
3. Annual Performance Management
4. Annual Budget Planning
5. Head Teacher's monthly financial review
6. Termly visits by the School Improvement Adviser
7. Monthly visits by the external Financial Adviser
8. Analysis of school pupil performance data, e.g. SATs results, standardized test results,
   11+ results against all schools, LA schools, similar schools
9. Analysis of LA pupil performance data, e.g. SEN reports
10. Analysis of local financial data, e.g. reports provided by Total Finance, against benchmark data
    for all schools, LA schools, similar schools
11. Analysis of Department of Education pupil performance data, e.g. Raise online
12. OFSTED Inspection reports
13. Governors' termly classroom observations
14. Governors' termly Full Governing Boards
15. Governors' Annual Finance Review
16. Governors' Annual SATs Target Setting Meeting
17. Governors' Annual Development Plan Meeting

In the next three years the Governing Body will:

hold an annual performance plan meeting to set targets for improving pupil achievement
hold an annual development plan meeting.
discuss "Best Value" at each Autumn Term meeting of the FGB
review their "Best Value" statement at each Spring Term meeting.
consider best value when arranging internal and external redecoration contracts.
employ a maintenance consultant to advise on maintenance of the schools' buildings
obtain tenders and consultant's advice on installation of IT suite, & any large scale refurbishment of premises
obtain assessment management surveys.
ensure that they operate at all times within the Local Authority Fair Funding Scheme – Standing Orders

Confirmation the Best Value Statement in respect of Holy Trinity CE Primary School has been discussed by the Governing Body

Signed by:

Chair of Governors:_____ Head Teacher:_____

Date:

Agreed at the Governing Body Meeting on:_____ Minute Reference:_____