



Carr Green Primary School

Best Value Statement

The Governing Board of Carr Green Primary School is committed to using the principles of Best Value to inform decision making, in order that the school can secure continuous improvement in all areas of its functioning as an effective educational establishment.

Challenge

The Governing Board ensures sufficient challenge to improve performance through the following:

- An effective School Improvement Plan that runs for each financial year with clear identifiable objectives and success criteria. This plan is monitored on a termly basis by the whole Governing Board against completion and slippage.
- The school uses RAISE online and our own assessment procedures to track the progress and year on year value added for each child in school, including the Nursery.
- The above system enables teachers to set challenging targets for the following:
 - i) targets for each cohort in school
 - ii) targets for each individual child
 - iii) targets in Maths, English and Science for the numbers of pupils achieving Level 4 and Level 5 and the number of pupils making at least 2 levels progress from end of Key Stage 1 to end of Key Stage 2
- The use of the RAISE online informs the objectives related to pupil progress and has an impact on the raising of standards.
- Appraisal targets are set and all staff are monitored by Line Managers. These Appraisal targets also influence individual professional development programmes for members of staff along with current national Government initiatives.
- The school uses the Early Years Foundation Stage Profile on a termly basis. These assessment procedures further add to our challenge of raising standards through careful tracking.
- Regular classroom observations are undertaken by members of the Senior Management Team and Subject Managers to monitor standards of teaching and learning.
- The careful tracking of the Annual Budget by the Resources Committee on a termly basis, who report back to the full Governing Board.

- The review of all services purchased by the school in relation to Economy, Efficiency and Effectiveness in the annual budget setting process.
- To address the challenge of meeting the needs of a dynamic school in the most successful way through purposeful development of the building with architects and contractors, coordinated by the Site Manager.
- The use of self-evaluation against the Ofsted Evaluation Schedule on an on-going basis to evaluate the working practices of the school, addressing any areas for improvement in the School Improvement Plan.

Compare

The Governing Board undertakes comparisons to benchmark performance through the following:

- Comparing and benchmarking on a national level, using the RAISE online data to academic evaluate performance with that of similar schools.
- Comparing and benchmarking using the Local Authority benchmark data to evaluate financial performance with that of local schools.
- The annual analysis of national and local data to look at areas of strength and areas for improvement on a curriculum, Key Stage or gender basis. Areas for improvement will feed into the School Improvement Plan for the following year.
- The use of any available financial data to compare our spending patterns and our ability to provide good value for money, which has been commented upon in all OFSTED Inspection Reports.
- Through the use of external awards, the Governing Board is committed to comparing our level of performance with other schools. At the present time, the school holds the Calderdale Healthy School Award, the Sport Active Mark (Bronze), the Football Association Charter Standard, the Schools Financial Value Standard, the Basic Skills Award III, the NSPCC Listening Schools Award, the Dyslexia Friendly School Award and the Gold Award for Extended Services.
- Encouraging pupils to take part in local initiatives and community competitions.

Consult

The Governors consult with appropriate stakeholders through the following:

- The School Improvement Plan, which is the major vehicle for formulating change in the direction, procedures and resources of the school. Staff, Governors, pupils and parents are consulted on priorities during the preparation of the plan and through school evaluation procedures.
- The Governing Board is presented with a draft School Improvement Plan as part of the consultation process, before the Plan becomes the agreed working document for the school.

- The Full Governing Board meets at least termly and its committees also meet at least once a term to discuss pertinent issues, share information and plan strategically.
- Governors with specific responsibility report back to the Governing Board as necessary.
- Parents are also consulted and informed at Induction Meetings for new Reception and Nursery Intakes, Residential Visits, Curriculum Initiatives and through fortnightly newsletters. A 'Parents Handbook' is issued each September to new starters, to further improve consultation and information sharing procedures.
- Staff are consulted through regular meetings at whole staff, Senior Management Team, Key Stage and Early Years Foundation Stage Level.
- Support staff are similarly consulted through their weekly meeting with the Staffing Manager. Midday staff meet half-termly with the Deputy Head teacher, Cook in Charge and Senior Administrator meet every week with School Business Manager and Cleaners meet termly with the Site Manager.
- A School Council is elected annually and meets weekly to consult, discuss and review relevant issues.
- School staff consult with staff from other schools at both primary and secondary level through the East Calderdale Learning Community.
- Early Years Foundation Stage staff attend network meetings and discuss pertinent issues which could impact on their practice.
- Consultation on a wider level also takes place with the Local Authority re implementation and review Policy and Practice.
- Governors are members of the national Governors Association and regularly attend training courses, which increase knowledge and understanding.

Compete

The Governors ensure the principles of competition through:

- Review of existing Service Level Agreements, the quality and value of the provision therein – has the school received value for money?
- Careful study of newly proposed Service Level Agreements to make sure of a cost effective match to school requirements.
- The seeking of four written quotations for projects of £10000 or more, which ensures Best Value. For any purchase of £5000 to £9999, one written quotation is obtained and the

accepted quote will be based on the consensus of personnel involved. Where the lowest bid is not accepted, the reason for this decision will be communicated to the Resources Committee.

- The use of clearly identified job descriptions and personnel specifications in the recruitment and selection process for staff working in school at all levels, in order that the best possible person is appointed to a post.

Review

This Best Value Statement will be reviewed annually at the time of budget preparation in order to promote continuous improvement in all its various functions and capacities.

This policy is reviewed annually and was updated by HT and SBM 18th January 2018.

Signed: _____ Head teacher

Date: _____

Due to be reviewed: January 2019 (earlier if necessary)