



**OLSJ**  
OUR LADY + ST JOSEPH  
CATHOLIC PRIMARY SCHOOL

***BEST VALUE STATEMENT  
OUR LADY & ST JOSEPH CATHOLIC PRIMARY  
SCHOOL***

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APPROVED BY: Governing Body

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## **Best Value Statement**

### Introduction

Best Value is a government policy designed to further the cause of continuous improvement in services provided locally. In schools this applies to raising standards of attainment through for example, improved leadership and management. Governors need to secure the best possible outcome for pupils, in the most efficient and effective way, at a reasonable cost.

The Governors of **Our Lady & St Joseph RC Primary School** will apply the four principles of best value.

### **CHALLENGE**

Challenge use of resources by examining what you provide and the different ways you could make that provision.

### **COMPARE**

Compare attainment and other outcomes with those from all schools nationally and with similar schools.

### **CONSULT**

Seeks the views of stakeholders about the services provided. Consult with parents on the development of policies or on major changes in the use of resources, which may affect the teaching, and learning opportunities provided.

### **COMPETE**

How the school secures economic, efficient and effective services. Fair competition through quotations and tenders to ensure that resources and contracts for services are secured in the most economic, efficient and effective way.

The Governors of **Our Lady & St Joseph RC Primary School** will apply the principles of Best Value in particular to the following

### **STAFFING**

Staff should be deployed to provide best value in terms of quality of teaching, quality of learning, adult-pupil ratio and curriculum management

### **PREMISES**

The allocation and use of teaching, support and communal areas to provide the best environment for teaching and learning.

### **RESOURCES**

Equipment, materials and services will be deployed to provide pupils and staff with resources that support quality of teaching and learning.



### **TEACHING**

The quality of curriculum provision and quality of teaching should be reviewed to provide parents and pupils with a curriculum, which meets the requirements of the National Curriculum.

### **LEARNING**

The quality of children's learning by cohort, class and group, should be reviewed to provide teaching, which enables children to achieve nationally expected progress e.g. setting of annual pupil achievement targets.

### **PURCHASING**

Procedures should be developed 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 the cheapest e.g. suitability for purpose and quality of workmanship.

Procedures which minimise office time by the purchase of goods or services under £1,000 direct from known, reliable suppliers e.g. stationery / small equipment.

### **PUPILS WELFARE**

The quality of the school environment and the school ethos should be reviewed, in order to provide a supportive environment conducive to learning and recreation.

### **HEALTH & SAFETY**

The quality of the school environment and equipment should be reviewed, carrying out risk assessments where appropriate, in order to provide a safe working environment for pupils, staff and visitors.

Monitoring

These above areas will be monitored for best value by:

- ✓ Regular in-house monitoring by the Headteacher and SLT e.g. classroom practice, work sampling.
- ✓ Regular target setting meetings between the Headteacher and the curriculum managers
- ✓ Annual Performance Management



- ✓ Annual Budget Planning
- ✓ Monthly Budget Monitoring
- ✓ Analysis of DfEpupil performance data
- ✓ Analysis of LA pupil performance data
- ✓ OFSTED inspection reports
- ✓ LA Audit reports
- ✓ Finance termly committee meetings
- ✓ Governors' full termly meetings
- ✓ On-line school profile
- ✓ Regular visits by the LA's SIP